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ABSTRACT

This overview contains annual evaluation reports of State Advisory Councils on Vocational Education (SACVEs) in 57 states and territories as well as an analysis of what, on a national level, the reports seem to say. Part 1 is the overview analysis of SACVE annual reports. It focuses on 10 relatively common issues or concerns: funding, leadership and professional development, cooperation/coordination among and between education and employment training agencies, equipment and facilities, data/management information systems, program access, planning, program relevance and curriculum development, guidance and counseling, and image and awareness. Part 2 contains the 57 state summaries. These one-to-three-page summaries highlight the report's focus, significant concerns, issues, problems, and, most especially, recommendations. (YLB)

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OVERVIEW

1979

Reports of the
State Advisory Councils
On Vocational Education

Compiled by
The National Advisory Council
On Vocational Education

January, 1981

CE 029 655

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

State Advisory Councils on Vocational Education (SACVEs), established originally under PL 90-576 in 1968, are required to prepare an annual evaluation report and submit it to the Department of Education and to the National Advisory Council. The efforts expended by these Councils on the reports account for a substantial portion of the resources they receive to carry out their mandates, and the National Council believes it important that such efforts not be simply filed upon receipt.

In recognition of SACVE efforts, NACVE prepares annually a summary of the state and territorial reports, and an analysis of what, on a national level, the reports seem to be saying. This "overview" is directed to accomplish three primary purposes: the collection and collation of significant data concerning the progress, problems, and issues of vocational education in the 57 states and territories which will be of use to Congress, the Executive Branch and other national policy makers; an exchange of basic information and ideas among the SACVEs which may open up new vistas for them; and the provision of information to the general public who always has a right to know how effectively Federal funds are spent and whether the public is being served in terms of what Federal legislation mandates. We hope this Overview will accomplish these purposes.

Carol S. Gibson
Chairperson, NACVE

I.

OVERVIEW ANALYSIS OF SACVE ANNUAL REPORTS

INTRODUCTION

The Fiscal Year 1979 annual evaluation reports represent, for most State Advisory Councils on Vocational Education (SACVE), their tenth such report prepared and submitted since the establishment of the SACVEs under Federal legislation enacted in 1968. They also represent the second of such reports submitted since the passage of Public Law 94-482, which amended prior legislation affecting vocational education, expanding and altering, among other items, the responsibilities of SACVEs. These reports, therefore, may shed some light on what has happened, or has not happened, at the State level as a result of the Education Amendments of 1976.

In many respects, the Overview does not adequately reflect nor does justice to the extensive efforts of SACVEs - their staffs and members - in carrying out their mandates. A two or three page summary of each report is but a small portion of what actually has been stated. However, these summaries (Part II) do enable the capturing of significant concerns, issues, problems and recommendations, and, therefore, enables the National Council to analyze the reports within a more global framework.

Readers of this report should keep in mind that as there is no precisely definable national delivery system for vocational education, there is no specific state delivery system. States differ as to where they place their resources, what kinds of institutions are used to deliver programs, and the kinds of program emphases. Therefore, while there may be some readily identifiable common problems, concerns and issues, the reasons behind them may vary considerably.

COMMENTS ON THE QUALITY OF SACVE ANNUAL EVALUATION REPORTS

The National Council is pleased with the overall professional quality of the annual evaluation reports. In general, they reflect increased sophistication in terms of style, content and an awareness of the SACVE mandates. While each SACVE is required to submit its report to NACVE, NACVE has no authority to direct the SACVEs to evaluate specific programs or services. As a result, the reports vary considerably in terms of evaluation coverage and technique. Such a divergence presents any reviewer with analytical problems, but it is important to keep in mind that State problems differ, and evaluation efforts reflect these differences as well as resource allocation limitations in designing evaluation efforts to respond to need.

The National Council, in assessing the qualitative aspects of SACVE reports, also looks at the specific nature of recommendations, and the receptiveness and reaction to these by the State Board(s) governing vocational education. The spirit of cooperation among

and between state staff and board members and the SACVE staff and members appears to be at a significantly higher level than in prior years. There appears to be a better understanding of each others concerns and needs, as well as appreciation for the different role each has. SACVEs appear to acknowledge their advisory role without abdicating their role of evaluation and advocate. State Boards and agencies appear to have accepted this advisory role and are attempting to use it to a greater degree. But, there are exceptions. A few SACVEs still see the Board or State agency as a culprit unwilling to listen or change; and some State Boards or agencies still view the SACVE as a "meddlesome appendage" tolerated in order to receive Federal monies, but believing SACVEs should render advise when asked, only on subjects specifically requested, and only to the State Board. NACVE has attempted to provide technical assistance in some of these instances to clarify roles. We anticipate that the FY 1980 reports will reflect even greater levels of cooperation to improve the delivery of vocational education.

KEY CONCERNS AND ISSUES IN VOCATIONAL EDUCATION: THE STATES' PERSPECTIVE

In reviewing each SACVE evaluation report, NACVE kept in mind four critical questions:

1. Is the concern or issue directly or significantly related to the geographic location of the state or territory, to its population, size, or to the Federal funds it receives (generally related, but not solely related, to population)?

2. Is the nature of the concern or issue directly or significantly related to how vocational programs are delivered (e.g., 2-year institutions, 4-year institutions, community based organizations, etc)?

3. Are the concerns or issues related to the way vocational education is governed at the State level? and,

4. To what extent, and in what ways, did the Education Amendments of 1976 change the nature and direction of vocational education at the State and local levels?

While there is a long list of other questions various publics might want to raise, NACVE believes that these four questions enable it to present an overview of vocational education in a general context applicable to most groups and individuals concerned with vocational education.

TEN MOST PREVALENT ISSUES AND CONCERNS

From about forty different descriptions used to categorize recommendations developed by the 57 States, Territorial and the D.C. SACVEs, ten predominating issues and concerns clearly emerge from the FY 1979 reports. Of these ten, seven appear to be similar to seven of the top ten reviewed in the FY 1978 Overview, but there are differences in concerns reflected in the observations and findings, leading to the specific recommendations. The ten significant issues and concerns are:

1. Funding

Findings, observations and recommendations generally or specifically related to funding were addressed by thirty of the 57 SACVEs. This is roughly at the same level of response as in FY 1978. Recommendations in this broad category, however, ranged from one SACVE's recommending increased federal funds, to several SACVE's concernswith increased levels of State funding, increases to offset inflation, teacher salary increases to hold skilled crafts teachers, the development of better distribution formulas (State) to promote equity and equitability of the distribution, and the establishing of state funding priorities making clear to the LEAs where state funds were to be used. In two states the exploration of tax incentives was recommended, with several other states expressing concern over effective use of limited resources.

Some of the concerns which follow also have funding-related overtones. For example, the developing of better data systems, improved and a greater number of guidance and counseling services imply expenditures of funds to accomplish these objectives and goals. However, there is increased evidence that SACVEs are also concerned with qualitative improvements perhaps more dependent on better uses of human and financial resources, not always more.

2. Leadership and Professional Development

Not among the top ten concerns expressed in FY 1978, concerns expressed and recommendations offered in the leadership and professional development category stood out clearly as an issue almost at the same frequency as funding. Twenty-six SACVEs mentioned leadership and professional development as their most critical concern. The failure of those institutions training or retraining administrators and teachers was clearly apparent although, more often than not, diplomatically mentioned. Aging of the teaching workforce, "bumping" of more qualified younger staff by "tenured older" staff was cited as areas of concern. Absense of aggressive knowledgeable leadership at the State and local levels in part was blamed on a recent devaluation

of vocational education by significant others as funds became more competitive, and in part blamed on the complacency of the vocational system itself. Many SACVEs urged more attention be given to in-service training - upgrading of those in the system - rather than improved teacher training. Some SACVEs argued that more effective utilization of the local advisory committees might offset leadership deficiencies.

3. Cooperation/Coordination Among and Between Education and Employment Training Agencies (particularly CETA)

Concerns about coordination and cooperation among and between institutions and agencies in vocational education and related employment and training areas clearly ranked high (fifth in FY 1978). As the 1976 Educational Amendments mandated and stressed improved coordination, particularly between vocational education and CETA programs, one would expect that more attention be given to this concern. However, the concerns expressed also indicate that SACVEs are increasingly aware that a better mix and utilization of what programs are available, for which funding is provided, will result in higher quality programs and services, and more options for the user or potential user of the services. While it is evident that PL 94-482 has resulted in more cooperation and coordination at the federal level (a NACVE observation) and the state level (implicit in SACVE reports), there is vast room for improvement. Differences in funding mechanisms, eligibility requirements, planning cycles and program control were cited as problems. More often than not, state educational agencies were cited as the "footdraggers".

4. Equipment and Facilities

In FY 1979, concern about equipment and facilities made its way into being one of the top ten concerns. Several SACVEs expressed concern over the obsoleteness and inadequacy of equipment and facilities used in vocational programs. Some SACVEs voiced concern that as secondary enrollments declined, little attention was being paid to better use of existing facilities, to more coordinated programming among and between secondary and post-secondary institutions, and even use of proprietary facilities to avoid heavy start-up costs. Four states urged the construction of additional vocational high schools (skill centers,etc.). Again, while treated separately, concerns or recommendations in this category had financial implications.

Among all categories, this category was one of two that appeared to be regionally related. SACVEs in the South and Southwest had significantly fewer concerns with equipment obsolescence and inadequate facilities than did the Northeast, Midwest (urban and rural) and the West. While clear empirical evidence is not cited in the

annual evaluation reports submitted by SACVEs, it appears that programs in the South and Southwest are more likely to be an integral part of a state-wide economic development program. In any event, it is one of the few regionally distinct issues.

5. Data/Management Information Systems

SACVEs remain frustrated with the availability of reliable, relevant and timely supply and demand data. The FY 1979 reports suggest a greater concern than was expressed in FY 1978, but again this may be attributable to PL 94-482's emphasis on the development of a NOICC and SOICC system. As several of the SOICCs had just commenced operations in FY 1979, it may be unfair to state categorically that these systems are not working. That data adequacy remains a concern is evident. This concern in some cases was related to why State Plans were still viewed as inadequate or as compliance documents, but specific concern with State Plans dropped significantly from the frequency of concern voiced in FY 1978. NACVE suspects that because SACVEs have expressed concern about State Plans for almost ten years with some improvement in the process, but little visible improvement in the plan and how it is used, SACVEs have moved on to treating other concerns over which they have more influence. While SACVEs want to be able to do more to encourage the development of data and management information systems - some want to be a voting member of the SOICC - many have said that additional responsibilities and duties have been given to SACVEs with few additional funds to discharge the new duties.

6. Program Access

Mentioned at about the same frequency rate as in the FY 1978 Annual Reports, was continued concern about access to quality programs on the part of those with handicaps, the disadvantaged and others with special needs. The elimination of sex role stereotyping was also included as it related to improved access by both sexes to non-traditional programs. Frequently mentioned as an element to improving access was the role of guidance and counseling (issue number 9). Of increasing importance appeared to be concerns expressed that given limited and, indeed, shrinking resources, services to special needs groups could only be maintained at existing levels, or expanded at the expense of "regular enrollees".

7. Planning

Concern with the adequacy of a planning process, and the development of the specific Five Year Plans and Annual Program Plan continued to be evident in SACVE reports, albeit at a slightly

lower rate than in previous years. Some reports cited that "planning for supply has not adequately reflected demand data"; others questioned the seriousness of the State agency in wanting to plan; others wanted an increased role for SACVEs; still others simply wanted "more effective planning", a concern expressed without result since 1969. It is becoming increasingly evident that the mandates contained in PL 90-596, amended by PL 94-482, spelling out a process and giving some framework to the expected product, are insufficient and perhaps an inappropriate use of resources. It would appear that greater flexibility at the beginning, with better defined accountability procedures would represent a more effective use of time and money.

8. Program Relevance and Curriculum Development

This issue category is the second one that appears to be regional in nature, and is tied logically to the equipment/facilities area. It can be expected in institutions where one finds obsolete equipment and/or deteriorating or inadequate facilities that one might also find programs which are less related to prevailing or growing employment opportunities, and programs which are using outdated curriculum materials.

The program relevance issue is also related to a paradox created by federal legislation and regulations. PL 94-482 mandates that the State should, in approving applicants for federal funds, give priority based on two factors: "economically depressed areas and areas of high unemployment...", and, programs "designed to meet new and emerging manpower needs and job opportunities... ." The paradox, simply stated, is that new and emerging manpower needs and job opportunities are more often in economic growth areas, not depressed areas; and, economically depressed areas face an eroding tax base and deteriorating facilities which increase the problem.

Concerning curriculum development, problems appear to be more frequent in rural areas, and the industrial Midwest and the Northeast. Reduced emphasis in this area, funded in part through Programs of National Significance which has been severely cut for over two years, has also had an adverse impact on curriculum development and innovation. Few states can afford aggressive curriculum development programs to meet changing needs, and this is clearly one area which should be coordinated, if not funded, at the federal level.

9. Guidance and Counseling

For the two prior fiscal years, the SACVE annual reports have placed the issue of guidance and counseling among the top five

concerns. While the issue is number 9 in the FY 1979 reports, this "rating decline" is less representative of positive steps taken to correct prior deficiencies, but more an elevating of other issues deemed more critical at this time. NACVE also suspects that SACVEs are a little disheartened with the failure of the system to address remedial steps in this area.

Concerns were raised relating to the lack of exposure in the early grades to adequate services, particularly at the middle grades (6-8), and inadequate guidance and counseling during the high school years. Problems were also discussed relating to the provision of accurate, reliable information for those with special needs as well as information which might reduce sex bias and sex stereotyping. While there is some positive evidence of improved outreach programs, such still appears to be the exception rather than the rule.

10. Image and Awareness

The issue surrounding the public's view that vocational education offers a second class education, or is for those who cannot make it in the academic track, is rarely mentioned in recent SACVE reports. Yet, there are still substantial concerns with the image of vocational education and with the public's lack of awareness of the increasing importance and opportunities of vocational education within the total education system. As more attention is focused on economic revitalization and economic development, NACVE anticipates that this issue will be even more dramatically highlighted in FY 1980 reports.

Several states have mounted public information and public relations programs to insure that the public is informed and is aware of what is available and how it relates to what the State can offer to business and industry. Other SACVE reports recommend that their States should do more.

Conclusion

The Overview analysis cannot do complete justice to the findings, observations, conclusions and recommendations contained in the 57 different SACVE annual evaluation reports. While this analysis focuses on ten relatively common issues or concerns, there were at least twenty other issues which appeared in more than one SACVE report.

Many of the issues or concerns appeared to be specific or special concerns relating to geography (e.g., Hawaii, Guam, Virgin Islands, American Samoa concern with alien labor competition and

the need for technical assistance from the federal government); to special circumstances (e.g., refugees from Cuba and Asians, affecting the South and other ports of entry; and migrants following harvests); or related to discussions by the SACVE to limit the focus of their current reports. Some centered on articulation and duplication, some on improving the local advisory council structure.

As stated in the introduction, the quality of the reports has been steadily improving. Testimony to this improvement are increasing indications that SACVEs' recommendations are being acted upon by the state education agency, and that the level of cooperation is growing.

Readers should be reminded again that SACVEs follow their own evaluation design and that any overview is necessarily based on NACVE's analysis of reports which vary in content, structure and emphasis. However, NACVE does believe that the Overview does represent what is going on in vocational education across the nation, from the perspective of State Advisory Councils on Vocational Education.

II.
STATE SUMMARIES

ALABAMA

The Tenth Annual Report of the Alabama Advisory Council on Vocational Education details significant changes in the South's economy. The Council projects that by 1985, 80 percent of Alabama's work force will be employed in the areas of manufacturing, trade, and construction instead of in the now prevalent agricultural trade. The Council warns that making such a transition may not be an easy one because: 1) local education agencies have not always requested new programs based upon a local needs assessment or broader regional or state data; 2) the State has not exhibited any leadership in providing local education agencies with guidance and direction. Each service area has sought to build bigger and better programs whether labor supply data indicated a need for such programs or not. Little effort has been directed at helping local education agencies to make their local advisory councils effective in the planning process.

The Alabama Council's Annual Report recommends that the State Department of Education:

- Review and make clearly measurable goals and objectives and charge a person with the responsibility of evaluating the results;
- Develop a planning process which is cyclical and allows for input from diverse groups and agencies, organizing the Statutory Committee; make use of SOICC data; encourage change through the use of the funding formula; reflect goals and objectives in the Accountability Report and Annual Plan; and add CETA personnel to local school division visitation teams;
- Provide more leadership to local boards and become more responsive to local needs by responding to local requests for more programs; support LACVE by designating a minimal amount of vocational dollars for their support; reflect local needs in state plans, goals and objectives; train local administrators to use councils and plans; and, establish a quick response team to address local emergency problems;
- Adopt a new funding formula for federal funds which is more equitable in keeping with OCR guidelines and more sensitive to the disadvantaged population; local superintendents should transfer vocational course funds from ineffective, outdated courses to those in where there is a demand; and, review its method of distributing money.
- Make linkages with CETA, especially to review local vocational programs; forward local advisory council recommendations and local requests for new programs to CETA to aid in planning; and, determine ways in which academic credit in vocational education can be awarded to CETA-trained personnel.

The Alabama Council notes the following problems in the State's education and training efforts: Planning for supply has not adequately reflected demand data, especially as changes in the technological needs of industry and in the demographic and geographic patterns within the state; the teaching profession does not adequately address itself to changing technologies; various technological needs exist where cost in equipment changes make training prohibitive for public financing; and, many publicly supported training facilities have substantial periods of down-time which result in duplicative and wasteful costs.

The Council recommends the following strategies to bring about coordination and collaboration among related agencies offering vocational education services: Designate a coordination liaison with each related agency; provide jointly sponsored staff training; release planners to work together during predesignated times; and establish a technical advisory committee for SOICC to include the LACVEs and SACVE. One effort to establish coordination among CETA, vocational education, and the Council was made and funded by CETA.

The Alabama Report concludes with data and graphs on enrollments and over/under training supply prepared by the State Occupational Information Coordinating Committee.

ALASKA

The Alaska Advisory Council on Vocational Education entitled its Annual Report, "A Look at Articulation in Occupational Preparation in Alaska." The report is based on the assessments of 46 people representing 35 different public agencies and private organizations.

The Alaska SACVE concentrated the 1979 Annual Report on articulation because of:

- the synthesis of vocational service areas in the Vocational Education Act of 1963 and the Amendments of 1968 and 1976;
- the need for cooperation in secondary and postsecondary vocational education;
- the emergence of career education;
- the recognition of the value of training through practical application in business and industry in such programs as apprenticeships, work study, cooperative education, distributive education, and diversified occupations;
- the emergence of federal training and support programs that require interfaces with each other and with state and local occupational preparation programs (i.e., CETA, Job Corps, DVR).

The Report includes a discussion of a collection of activities being articulated between schools and community colleges and those programs being articulated among public agencies, including schools, and/or private sectors. The data gathered is reported by location, activity, cooperating organizations and contact person.

The Annual Report concludes with the following recommendations to the State Department of Education:

1) State Policy and Guidelines should include:
   a) a state policy which incorporates needs common to the various organizations charged with occupational preparation responsibility and which provides the basis for a statewide plan premised on Alaska's needs rather than compliance with Federal laws and regulations;
   b) State funding policies and administrative procedures to encourage local articulation efforts;
   c) provisions in occupational preparation programs for physically and mentally handicapped persons;

2) Once a statewide plan for occupational preparation programs is developed, all funding for occupational preparation be in harmony with that Plan;

3) Interagency cooperation should include:
   a) a communication system among organizations involved in occupational preparation and employment;

   b) one advisory council for occupational preparation at the state level;

   c) the recommendations in this report be incorporated informal agreements among organizations;

4) Facilitating the articulation process should not include the creation of an additional agency or position;

5) The definition of articulation should become part of the current State Plan for Vocational Education; and,

6) The State Department of Education should request a follow-up be conducted by the State Advisory Council on Vocational Education to determine the outcomes of those recommendations.

AMERICAN SAMOA

The American Samoa Advisory Council on Vocational Education identified major problems and areas of concern through on-site visits to vocational education programs in high schools, and at the Tafuna Skills Center and the Community College. A summary of the major problems uncovered by the Council members follows: In the high schools and at the Skills Center virtually no follow-up is made on school leavers and graduates; there is very little expansion, upkeep or improvement of facilities; transportation to the Skills Center is unreliable; funding to keep programs up-to-date is inadequate; classroom equipment and tools are obsolete and improperly maintained; instructional personnel are not completely qualified; inservice training for staff is not being provided; a strong work ethic needs to be developed; and no identifiable programs for the disadvantaged exist.

In the Community College, the Council is concerned about: the lack of a systematic follow-up of school leavers and graduates; articulation with the high schools; architectural changes necessary to accomodate the handicapped; and, the insufficient number of programs for the disadvantaged (i.e., alien population, prison inmates).

The Council finds it dismaying that the State Board, Department of Education and the Community College have not made commitments to sex equity. Yet, with the implementation of the Civil Rights Guidelines and the Methods of Administration, the Council is hopeful that sex equity and equal rights will eventually be established.

The Council is also concerned about the absence of an effective, coordinated approach to manpower training and vocational education. The chief problem seems to stem from the lack of official and territorial-wide policy. The lack of communication between agencies and individuals adds to the problem.

To alleviate these problems, the Council calls for the development of a policy to bring about a consistent, integrated and coordinated approach to meeting the vocational education and employment and training needs of the Territory. Also, the Council thinks that once functional, the SOICC may provide the necessary leadership to develop coordination and integration among education, employment and training.

The American Samoa Council offers the following recommendations in its Annual Report:

- The State Board for Vocational Education should direct the Department of Education and the Community College to expand its efforts in planning for and providing for vocational guidance;

- An objective evaluation model to rate all vocational programs should be funded in the Territory and that this model be used by all agencies and institutions receiving vocational funds;

- The Governor should take steps toward establishing an effective coordination mechanism;
- The State Board for Vocational Education should strive for the establishment and maintenance of a vocational high school;
- The Department of Education and the Community College should provide inservice training to vocational education staff to develop employer relationships;
- The State Board for Vocational Education, Department of Manpower Resources, and the State Occupational Information Coordinating Committee, should develop and centralize a common data bank; and
- The State Board for Vocational Education should require improved quality of information with respect to reporting progress in serving people with disabilities and the elimination of sex stereotyping and bias.

ARIZONA

The Arizona Advisory Council on Vocational-Technical Education opens its Tenth Annual Report by commending the State Department of Education for implementing its planned goals in the areas of Support Services for Women, Grants to Overcome Sex Bias, and Day Care. The Council also applauds the progress being made in providing service to displaced homemakers.

The Council makes the following recommendations for improving vocational education programs:

- Additional State legislation should be passed in order to provide opportunity for all Arizonans to participate in quality Vocational Education programs supported by consistent program standards and a continuous, solid source of funding;

- A concerted effort should be made by all vocational educators to prepare students to meet both current and projected demands for workers in technical, production and other high-demand occupations;

- Additional efforts should be made to encourage and help women and minorities to enter better-paying, non-traditional jobs and employment areas;

- Vocational Education programs should include more practical experience and application; the expansion of on-the-job training for vocational students should continue to ensure the job qualification of completers; and,

- The vocational assessment instrument should be revised and the persons revising it should include those who have actual classroom and evaluation team experience, as well as a working knowledge of Vocational Education.

The Council monitored the State's evaluation process and makes the following suggestions: Formal records should be made available during evaluations; all teachers should be allowed to ask their own questions; provisions and facilities for the handicapped should be provided; more release time should be made available for teachers to attend meetings; vocational youth organizations should be supported; counseling services should be broadened; vocational education should be promoted; and, the evaluation instrument should be revised by persons with classroom and evaluation experience.

The Council analyzed a questionnaire developed by the Arizona Department of Education on postsecondary completers. The replies were categorized into two open-ended questions with the following results:

Question One - What specific things about your course have been most useful in your present job?

- Training was highly related;
- Learning to cope;self-confidence, self-respect helped to be more professional;
- Hands on experience and on-the-job training;
- Good background of skill area;
- Skill training; speed, typing, filing, welding, drafting;
- Use of a variety of machines, equipment, tools and safety in their use.

The Council reviewed the reponses and found that among the most important values gained from vocational education programs were understanding others, job-related training, practical experience, skill training, and use of machines and equipment.

The replies to the second question - "Based on your experience, how would you improve the course?" indicated that:

- More practical experiences and applications are needed;
- More and better qualified teachers are needed;
- Better organization of courses is needed;
- Training should be related to doing a specific job and should be more current and relevant;
- Wider variety of courses is needed; and,
- Updating of equipment, material and tools should take place.

The Council believes that legislators, local boards, administrators, the Arizona Department of Education, local advisory councils and teachers should develop plans of action to meet the needs of present and future vocational education students.

The Council's Report includes a description of major accomplishments and activities by vocational education program area. The major weaknesses of the programs seem to be that additional programs, services, in-service training, and activities need to be provided for the disadvantaged, handicapped, and bilingual population.

The Council commented on four reports by the State Employment and Training Council. Most noteworthy was the one that indicated that CETA programs are having a positive impact in solving the problems of poverty, unemployment, shortages of skilled labor, high school dropout rate and unmet community needs. Nevertheless, the Council supports the recommendations in the reports that suggest that improvements are needed in program accountability and performance, follow-up of participants, automated management information systems and the expansion of private sector involvement in employment.

The Arizona Annual Report ends with comments made at the Council's public hearings. Divided into categories, the comments included:

- Basic Education:

  - Should be strengthened and an interrelationship should be developed with vocational courses.

- Research should include:

  - Follow-up studies of program leavers;
  - More data on industry's employee needs.

- Teachers:

  - Need in-service training for overcoming sex bias and developing non-sexist curriculum materials;
  - More and better teachers are needed;
  - Special population people need to be taught to teach special population groups.

- Program Strategies and Outcomes:

  - Emphasis needs to be increased on human relation skills, career planning skills, employability skills, work attitudes, occupation exploration, and opportunities for self employment.

- Special Populations:

  - Programs and support services need to be provided;
  - Special needs students need to be mainstreamed.

- Increased Services:

  - Vocational student organization should be provided;
  - Placement services should be provided;
  - Work education programs should be increased;
  - New facilities and equipment should be provided;
  - Early vocational education programs should be increased; and,

- Guidance and Counseling:

  - Counselors' knowledge of work world needs to be increased;
  - Greater emphasis needs to be placed on career planning; and,
  - More help should be provided in career decision-making.

ARKANSAS

The Tenth Annual Report of the Arkansas Advisory Council on Vocational Education reviews and summarizes the status of Arkansas' vocational education system through the last ten years. In "A Decade of Activity," the Arkansas Council expresses concern about the lack of official administrative response to past Council recommendations, especially dealing with funding increases, expansion and updating of facilities, training of vocational oriented counselors, and a total commitment to improving the educational system. The Council finds it predictable, then, that Arkansas is near the bottom in per capita income and first in their region in dropouts working in the labor market.

The Council also offers the following recommendations resulting from its 1979 evaluation:

- Increase salary levels on a nine month contract to help eliminate turnover problems and loss of skilled craftsmen;
- Implement a six week instructional period (summer) at a rate equal to weekly rates received during the nine month contract period; and,
- Give instructors the option of teaching or practicing their skills in private industry or business without penalty.

In addition, the Council recommends that the essential academic areas in vocational and technical education be identified and stressed. The Council believes that testing should identify the vocational or skill levels of students as well as their academic levels.

The Council also recommends that students should be responsible for acquiring their own hand tools for classroom use.

Through the Annual Report, the Arkansas Council commends the 1979 General Assembly State Plan Goal Improvement Project for developing 76 new occupational programs in agriculture, business, and trade and industrial education. The project plan also indicates that 22 new cooperative education programs and 320 work-study positions were provided through CETA. The Council supports the General Assembly's approval of additional funds for guidance and counseling, expansion of programs to the disadvantaged, handicapped, and limited English-speaking, and adult programs, and funding of sex equity workships for administrators, counselors, vocational education teachers and students.

CALIFORNIA

The California Advisory Council on Vocational Education focuses its Tenth Annual Report on two areas, the evaluation of vocational education and services to the economically and academically disadvantaged.

The Council reviewed the Five-Year State Plan and the State's evaluation instruments and procedures as a basis for its analysis of vocational education efforts. From the information obtained by its analysis, the Council makes the following recommendations to the State Board of Education and the Board of Governors, California Community Colleges:

- the State's evaluation efforts should promote comprehensiveness by developing a plan for the evaluation of vocational education which should include defining evaluation activities and timeliness; increasing cooperation between the State Department of Education and the Chancellor's Office; and, defining the meaning of accountability, statistical reporting, evaluation and cost analysis in terms of practical applicability to vocational education programs;

- Outcome oriented evaluation should be supported by giving funding priority to full implementation of the Chancellor's Office SAM (Student Accountability Model) format and continued support of its longitudinal study; development and implementation of the State Department of Education's FUSE (Follow-up of Students and Employers) format and a longitudinal study defining the competencies students should achieve from specific occupational programs;

- Increased validity of evaluation information collected should be ensured by providing budgetary and personnel support to complete the SAM and FUSE standardized reporting formats and by helping state agencies to define criteria standards and cost categories for those data elements common to the agencies; and,

- Evaluation data should be used in State and local planning and program improvement by increasing the degree of linkage between planning and evaluation activities; including evaluation personnel in program planning; and measuring on an on-going basis the usefulness of evaluation data in State and local planning and program improvement.

The Council is committed to the concept of a comprehensive statewide planning system for vocational education. The Council contends that the measure of this effectiveness must include an analysis of the products and outcomes of the system; the competencies achieved by the individual students; the placement and retention

factors of former students; and, the satisfaction registered by employers of students who participated in vocational education programs.

The second part of the Report discusses the Council's examination of the program and service activities being generated for the disadvantaged. Development in the areas of need assessment and survey development, planning and evaluation activities listed in the Five-Year Plan has been inhibited by the lack of state leadership of local education agencies. Additionally, the Council's study indicates that not enough data at the State level is available to make meaningful evaluations of the accountability and effectiveness of program and service activities directed toward the disadvantaged.

The following recommendations regarding vocational education services to the economically and academically disadvantaged are made to the State Board of Education and to the Board of Governors, California Community Colleges:

- Policy priorities should be given operational support;
- Priority of serving limited-English and non-English speaking population should be increased;
- Support for correctional vocational education programs should be improved;
- Adequate data on programs/services to the disadvantaged should be obtained;
- Adequate data on enrollments of the disadvantaged should be obtained; and,
- A statewide representative case study to evaluate the effectiveness of programs/services for the disadvantaged should be implemented.

The Council is concerned about the following inadequacies of data: the number of students in the State who are enrolled in vocational programs and who are disadvantaged are not identified; vocational programs that are special programs for the disadvantaged are not known; programs with the highest number of disadvantaged students have not been identified; a year to year comparison of numbers of persons receiving services for the disadvantaged is not conducted; and, completers and leavers by disadvantaged status are not known. The Council thinks that the absence of such data prohibits effective measurement of access or success rates among disadvantaged populations.

The Council reviewed and commended the State CETA Council for

formulating a report which documents the impact CETA programs are having on the State economy and the clientele served by CETA funds. The Council suggests, however, several additional elements that would prove helpful in later reports. Among them are: cost and performance by program activity, explanation of the discrepancy between allocation and expenditure levels, collection and listing of job retention rates among former participants and an analysis of changes in program activities which may affect the cost/productivity ratio.

COLORADO

The Colorado Advisory Council on Vocational Education recommends in its tenth Annual Report that the State Board for Community and Occupational Education continue its efforts to improve existing vocational programs and to develop new and much needed programs in the energy related occupations. Vocational education is absorbing the burden to provide a skilled work force to meet the challenge of the State's energy boom. To keep programs current, the Council suggests using program advisory committees with business and industry representatives.

The Council further believes that the State Board for Community Colleges and Occupational Education could more effectively plan and evaluate vocational-technical education at the local level by using local advisory councils for vocational education, particularly as it relates to business and industry involvement. The Colorado Council also recommends that the State Board conduct a study of the existing complex funding mechanism for vocational education and develop a simpler, more equitable system.

The Colorado Council participated in the Comprehensive Program Reviews which evaluated the effectiveness and administration of vocational education. In the Annual Report, the Council suggest there be: more input from business, industry and agriculture; involvement of former students in the evaluation process; separation of the safety inspection from evaluation; Comprehensive Program Reviews be conducted concurrently of the North Central Accreditation process; and, a revision of evaluation instruments to fit both secondary and postsecondary levels.

In the Annual Report the Council also finds the purposes of the accountability report and the State Plan ambiguous. Instead of an analysis of the results of program improvements and how students and business and industry needs were being met, the accountability report seems to be a simple accounting of funds, more of a compliance document than a plan for the delivery of vocational education. The State Plan's purpose seems to be similarly confused.

The Council reports that it has in the past year observed a closer working relationship between the Colorado Employment and Training Council, the State Board for Community Colleges and Occupational Education, Department of Labor and Employment and the vocational teacher and administrator training institutions. The Annual Report affirms the Council's support of the continued coordination and cooperation of all organizations involved in the collection and dissemination of data pertaining to labor trends and vocational-technical training.

CONNECTICUT

The Annual Report for FY 1979 of the Connecticut Advisory Council on Vocational and Career Education makes the following recommendations for consideration and study by the State Board of Education and the Board of Higher Education as they apply The recommendations for the improvement of the delivery and quality of vocational and career education programs and services focus on:

- Commitment to State financial support of vocational and career education to include readily available and accessible programs to all desiring such an education, and administrative, supervisory and consultative support services are to be basically financed as an integral part of the State's educational enterprise;
- Citizen involvement in goal setting, evaluation and action programs for vocational and career education through the work of local advisory councils, local boards of education and community education work councils;
- Alternative vocational programs such as cooperative education and work experience to serve students who otherwise might not gain admission to the regional vocational-technical schools or LEA vocational programs;
- Agriculture curriculum needs to be reviewed on a statewide basis to ascertain that it is up-to-date and consistent and promotes subjects dealing with environment, business management and energy;
- Equipment and facilities study and review to determine status of facilities and equipment to be utilized in developing and updating plans for replacement of equipment and facilities;
- Needs assessment and expansion of facilities as required to maximize student opportunities in vocational and career education;
- Equal access to programs be reaffirmed for all persons irrespective of handicapping condition, race, creed, national origin, sex, ancestry, and history of mental illness;
- Program evaluation should include follow-ups for program improvement;
- Guidance counseling staff at the junior and senior high school level should renew and develop their understanding and skills relative to vocational and career education;

- Support of vocational student organizations be provided by the State Board of Education to underwrite programs such as newsletters, officer leadership development and conference attendance;

- Postsecondary and teacher preparatory programs be approved in a speedier fashion, especially at the community college level; that the institutes of higher education expand vocational and career education inservice and career development teacher education programs;

- State Employment and Training Council activities include a more effective organizational structure which can promptly respond to and coordinate the employment and training needs of unemployed and underemployed persons;

- Program design to reflect changing employment needs of geographic regions and to establish new or improve existing programs that will respond quickly and are designed to produce greater numbers of better prepared persons for skilled trades; and,

- Public information program be given high priority concerning vocational and technical education programs, in local education agencies, regional vocational-technical schools, as well as in the community and technical colleges.

Commenting on the Accountability Report, the Council expresses increasing concern about whether the needs of students seeking access to vocational programs are being met. Although the Plan states that 161,932 students are being served in vocational education programs, the following questions should be answered. What percentage is the number of students served compared with the total enrollment of students in secondary public and vocational-technical schools statewide; What percentage of those students seeking access are turned away because programs are not available; What is the average cost to education each student in vocational, as well as academic programs. The Advisory Council believes that this information is essential in order to develop and recommend policy for the distribution of available funds in the most optimal manner possible.

Another continuing concern of the Council revolves around the fact that evaluation practices rely too heavily on self-evaluation. The Council would like to see more participation in the evaluation process by business, industry, labor and the communities for which programs prepare workers. Lay people from local areas should be included on evaluating teams.

The Connecticut Council alsobelieves that a full range of programs is essential if Connecticut is to provide equal access for

all students regardless of race, color, sex, age or handicapping condition. Small gains in equity issues must be reinforced by one affirmative action of all Division staff members and not simply "taken care of" by one person assigned to that task. It is also clear that a commitment to equity must be matched by funds which are adequate enough to develop a full range of innovative programs extensive enough to correct the present effects of past discrimination. The Connecticut Council believes that problems resulting from inequity in programs and in funding can be best resolved by a stronger state commitment to integration, coordination and a more adequate state funding level of vocational and career education programs.

The Council is concerned about the serious oversight that exists in the Comprehensive Employment and Training Act. CETA opportunities for training have created a gap in opportunities for persons not CETA-eligible, those persons who are minimal wage earners or under-employed. The Council thinks that resources exist within the state to meet the needs of this population of workers and urges the State Board of Education to provide the leadership through education, labor and industry, to begin to serve this population.

The Connecticut Council's Annual Report concludes with concerns and observations from public meetings: the need for more programs for disadvantaged and minorities; the need for crafts programs and skilled tradesmen programs; the need for funding for youth organizations; the need to accept more women in skill trades programs and the support of women giving access to vocational education; the need for cooperation between labor, community and education; and better coordination of CETA youth programs.

DELAWARE

Deciding that single topic, shorter, and more specific publications can have greater impact than one long, exhaustive annual report, the Delaware Advisory Council on Vocational and Career Education reorganized its reporting policies. Accordingly, Council policy will now be to publish special reports throughout the year and submit them collectively at the end of the year as their Annual Evaluation Report. The Council's Fiscal Year 1979 Annual Report is a compilation of three such reports: "Toward Sex Impartiality," "1979 Local Program Evaluations," and "Progress on Goals, 1978-1982."

The Council's Program Evaluation focused on programs funded by the state's occupational-vocational unit and resulted in several recommendations to the State Board of Education. Some of the recommendations are outlined as follows:

General Evaluation Information:
Plan, reorganize and implement orientation programs for all vocational staff;
All staff should receive copies of program proposal they are expected to implement;
Use of resource people.

Individual Program Budgets:
Ensure that all expenditures by local education agencies is aligned with the program that was originally proposed for funding.

Career Guidance and Placement Programs:
Funding from State funds to maintain career guidance, placement and follow-up programs on a twelve month basis;
Development of a more expedient analysis and reporting of graduate follow-up information.

Vocational Student Organizations:
Orientation programs for vocational education program implementors emphasizing leadership training, civic, social and career activities;
Increase vocational student organization budget to accomodate funding for HOSA;
Increase student organization budget to compensate for inflation and increased membership; and
Student organization advisors should identify ways and means to reduce the impact of the "no dues" concept on national vocational student organizations.

The next section of the Report by the Delaware SACVE concentrates on the "Progress on Goals, 1978-1982." This special report compared long range goals established in the Five Year Plan and the intermediate progress perceived by those responsible for the implementation of

activities designed to accomplish those goals. The Council concluded that goals are consistent with stated philosophies and priorities and that activities are reasonable when size of support staff is considered. The Council believes, however, that responsibilities should be more clearly defined and delegated.

The Council's Annual Report continues with the last special report, "Toward Sex Impartiality," highlighting the male/female distribution of staff by local school districts and throughout the State Department of Education. The Council found that the disparity that exists between males and females in professional and non-professional jobs is very clear.

In their Annual Report, the Council endorses the Project of Equal Education Rights which found Delaware in "last place on the vocational education list" with "less than two percent of students in traditionally male vocational courses in Delaware being girls." The PEER study also states that, generally, boys still train for high-wage jobs while girls learn skills that offer low pay and little advancement opportunity. The Council concludes that the existing problem's solution lies in "sex impartiality." Restating its 1978 recommendations on this issue, the Council also initiated additional recommendations towards sex impartiality. Among them were the following:

- All programs presented for approval and certification by the State Board of Education include a plan for achievement of sex impartiality.
- A model program to include concentrated emphasis on elimination of sex bias and stereotyping, intensive counseling and innovative approaches to non-traditional occupations.
- Each school establish a liaison person to work with the State Sex Equity Supervisor.
- All presentations to schools should attract persons into non-traditional occupations when recruiting students for vocational programs.
- All teacher training programs in Delaware include instruction concerning the laws relating to sex impartiality in education and Title IX.
- Establishing programs for displaced homemakers.
- Consider current statistics of staff members when recruiting and hiring to allow more equitable representation of both sexes.

DISTRICT OF COLUMBIA

The District of Columbia Advisory Council on Vocational Education begins its fiscal year 1979 annual report with recommendations to the Board of Education and the Division of Career Development Programs. The recommendations are based on observations made by the Council and center around:

- the cost inflation of vocational education programs and the "indirect cost" assessed to vocational education funds;
- the clarification of the Board of Education's commitment to vocational education programs;
- the involvement of the Board of Education, the District of Columbia Occupation Information Coordinating Committee, and the surrounding Maryland and Virginia jurisdictions in the District of Columbia's employment and training planning;
- the maximizing of the effectiveness of acquiring functional and up-to-date equipment;
- the increase of funding from the basic grant for disadvantaged, bilingual, youth corrections, and handicapped students;
- the improvement of the use of career centers for postsecondary training and credit; and,
- the improvement of facilities for handicapped students.

The D.C. Council suggests that Washington's vocational programs would benefit greatly from better planning and more involvement of industry and private sector employers. Better coordination of vocational training, employment, and CETA was also recommended.

After an assessment of vocational and career development programs, the D.C. Council concludes in its Annual Report that the highly effective Business and Office Education Program should be expanded. Council data indicates that the Federal and District Governments are the major sources of employment in the District of Columbia, involving a workforce skilled mainly in business and office practices.

The Council's Annual Report restates previous recommendations about funding procedures, collection of data, curriculum improvement, and evaluation and research procedures.

The District of Columbia Advisory Council on Vocational Education concludes its Tenth Annual Report by noting that a more comprehensive evaluation procedure is being proposed by the Board of Education, Division of Career Development Programs. The Council will continue to study suggestions on ways to carry out evaluation strategies and to promote constructive changes in the vocational education system.

FLORIDA

The Tenth Annual Report of the Florida Advisory Council on Vocational and Technical Education begins by listing the major needs of vocational and technical education in Florida that have not been met. The Council assessed the vocational and technical programs, services and activities and found that:

- Projection procedures used in the state's five-year and annual vocational plans need to be revised;
- Disadvantaged and handicapped students are concentrated in non-job preparatory vocational programs;
- More detailed analysis of data is needed;
- Vocational funds distribution for job preparatory programs appears unrelated to the degree to which programs meet labor market needs;
- Accountability Report data is insufficient;
- Vocational students are being trained for higher level jobs than they will occupy upon completing training;
- Local Advisory Councils functions need to be improved; and,
- Procedures for public hearings need to be revised.

The Council's other evaluation activities produced the following recommendations to the State Board of Education:

- Procedures used in the five-year and annual vocational plans should be revised to project enrollments, completions, output and allocations of funds;
- Better use should be made of the accountability report to improve vocational programs;
- The public should be given information on the actual content of the State plans prior to public meetings;
- Procedures for the participation of disadvantaged, handicapped and female students in vocational programs which offer greatest opportunities for economic advancement should be adopted;
- The Council should be included in the development of plans for State evaluations of vocational education complying with federal regulations;

- Results of state evaluations of vocational education should be used;

- Procedures used to allocate federal vocational funds to job preparatory programs should be reviewed;

- Greater flexibility should be given to local education agencies in the use of federal vocational funds; and,

- Cooperation between vocational education and business and industry should be increased.

The Council is concerned about the incompleteness of the accountability report's outlook. The report lacks such items as follow-up rates for females, disadvantaged, handicapped and bilingual target groups. Community College results, occupational program area comparisons, and comparisons by educational levels are also missing. In addition, the report does not contain any information concerning employer satisfaction with the performances of vocational students as compared with performances of persons who have not had vocational education.

To assess the coordination of the State's effort to meet vocational education and employment needs, the Council conducted interviews with several agencies. Generally, coordination among agencies appeared to be working well. It seemed, however, that none of the participating agencies were gathering data or supplying data on the net social return from public investment in vocational education.

The Council developed two booklets designed to improve the effectiveness of local advisory groups and distributed them to all school districts, community colleges, area vocational-technical schools, and comprehensive high schools. The Council believes that local advisory councils should be strengthened and has accordingly provided technical assistance on an on-going basis.

The Florida Annual Report concludes with the concerns voiced by citizens at the public meetings held by the Council. The public comments include: advisory councils should be used more effectively; adequate facilities, equipment, and supplies are needed especially for apprenticeship programs; there is a lack of articulation with the university system; funding to maintain existing programs and begin new vocational programs is inadequate; and, more clinical experiences should be available to vocational students.

GEORGIA

Job skills, increased activities in the career guidance area, and planning are the main focus of the Georgia Advisory Council on Vocational Education's Tenth Annual Report. The Report makes the following recommendations to the State Board of Education:

- Special emphasis be placed upon training women in non-traditional roles; the $50,000 federal provision is inefficient;
- Positive action be taken by the State Board of Education regarding energy education;
- Emphasis be given to the continuing replacement of obsolete equipment in all vocational programs;
- An improved delivery system for counseling, guidance, career information, and job placement be developed by the State Board of Education;
- A more effective and applicable certification process for career guidance counselors be developed;
- Career guidance centers be established in all the comprehensive high schools;
- Vocational programs be geared to the needs of industry through improved communications with the business community;
- Local advisory councils be used more effectively and the minutes of their meetings be provided to the Division of Vocational Education in the State Department; and,
- Leadership be given to local programs so that the needs of special groups may be met.

The Georgia Council's Job Skills Committee found that employers are concerned about attitudes toward work, willingness to accept supervision, dependability, timeliness, independence, and longevity more than they are concerned about the degree of specific skills learned in the various schools. Furthermore, the Job Skills Committee learned from employers that additional on-the-job training was hampered by the students inability to read, comprehend, and write.

One of the Council's activities discussed in its Annual Report was its sponsoring of a Career Guidance Conference to bring together educators responsible for career guidance at the secondary school level and representatives of business and industry. The Council regarded the conference as a significant step toward the promotion of better relations between educators and the business community.

Having reviewed the State Plan and accountability report, the Council identified several issues of concern, namely: effectiveness of job placement; certification and salary for vocational instructors; services for handicapped and disadvantaged individuals; commitment to programs for displaced homemakers; the elimination of sex bias and stereotyping; and encouragement and support of local advisory boards. The Council is concerned that the State Plan is being used as a compliance document rather than as a planning document that provides for the optimum use of funds.

The Georgia Council monitored the new evaluation process developed by the State emphasizing self-evaluation by the schools and including the four following components: planning and operation processes; results of student achievements; results of student employment success; and, results as measured by services to special populations, such as women, members of minority groups, handicapped persons, and disadvantaged persons. The Council was pleased with the performance of the new evaluation instrument and used the results in determining some recommendations in its Annual Report.

GUAM

The Guam Advisory Council on Vocational Education's Annual Report describes the factor exacerbating the islands' employment problem, i.e., the uncontrolled importation of foreign laborers. The Council intervened by asking territorial officials to take necessary action to prevent immigrants from permanently taking over local job opportunities. Furthermore, the Council endorsed a proposal of the Postsecondary Division of Guam Community College Act of 1977 that would:

- Create tax incentives to allow employers connected with the Apprenticeship and Training Program to obtain tax relief. (this would enhance cooperative efforts through which more jobs will become available as employers maximize a local workforce);

- Return alien labor certification control to the local Department of Labor;

- Incorporate in the alien labor certification program a requirement which would enforce a ration of one United States resident worker to every five alien workers;

- Legislate employment standards:

  a) Administer an occupational examination to license all construction workers at the journeyman level;

  b) Test all alien workers within thirty days of arrival. (theworker should be repatriated if test results are unsatisfactory); and,

- Freeze all sixth preference requests relating to apprenticeable skills; allow United States resident workers first opportunity at jobs and other employment opportunities.

After reviewing data from the Departments of Education, Labor, Human Resources and the Occupational Information Coordinating Committee, the Guam Council concluded that manpower and employment problems are the result of a lack of training. The Council's Report suggests recommendations to help alleviate the problem. The recommendations include: the development of craft committees for each vocational instructional area; the differentiation between "general" and "related academic" education, including remedial courses in the postsecondary division; the development of in-service training for faculty for use of available learning resources and support services; the development, definition and dissemination of a policy for the hiring, screening, promoting, dismissing of faculty and administrators; development of specific procedures for instructional placement and counseling of students including follow-up at both the secondary and postsecondary levels. The Council further recommends that the State

Department of Education: work in conjunction with the Department of Labor in placement services; expand the Basic Educational Opportunity Grant to more students; use vocational facilities when they are available for avocational courses; maintain the college's open admission policy; consider additional services for handicapped students; develop standardized methods for the evaluation of both teachers and educators; establish a Research Coordinating Unit or as an alternative institute the Guam Information Coordinating Committee.

HAWAII

The beginning of the Hawaii Advisory Council's Tenth Annual Report describes the initiatives the Council took to bring about a clear working relationship with other employment training agencies, such as vocational rehabilitation, special education, CETA prime sponsors and the State Employment Training Council. The joint projects included: a quarterly newsletter on both vocational education and employment training conducted by CETA prime sponsors and the State of Hawaii; an annually updated Employment Training Resources Directory; a CETA information project that includes a slide-tape production and a handbook; and a special study entitled, "A Profile of Hawaii's Youth in the Labor Force."

One of the Council's activities during the year was to host a meeting of the other Advisory Councils in the Pacific Basin. The first of its kind, the meeting was conducted because the Councils share common concerns.

Having reviewed and monitored programs, analyzed funding distribution and discussed CETA/Vocational Education linkages, the Hawaii Council makes the following recommendations by category to the State Board for Vocational Education:

Statewide Vocational Education Enrollment:

- Request that the Department of Education and the University of Hawaii determine the long-range planning implications of demographic studies that project a decline of the high school and college age population during the 1980's;
- Emphasize the differing impact on the various geographic areas of the State (counties, school districts);
- Maintain instructional quality for schools with declining enrollments;
- Reassess the types and levels of services to different target groups, especially the adult population; and,
- Bring about a more effective utilization of facilities and equipment.

Vocational Education Programs at Windward Community College:

- Request the Office of the Chancellor for Community Colleges to strengthen the Windward vocational education programs by providing assistance through the use of consultants, the sharing of equipment, and the sharing of curriculum materials with other community colleges;

- Establish selected areas of excellence and a stronger educational identity for Windward;

- Designate Windward to develop certain programs in new and emerging fields in the selected areas of excellence; and,

- Set a high funding priority for developing a comprehensive curriculum.

Results of Monitoring University of Hawaii and Department of Education Program Review and Monitoring Processes:

- Request the operating agencies to review their vocational education program evaluation processes and consider revising guidelines to ensure that all program reviews include, to the maximum extent possible, the evaluation information and data required of the State Board for Vocational Education;

- Develop specific standards and criteria for each evaluation area; and,

- Conduct separate monitoring and reviews at each community college for the supportive services for the handicapped, limited English speaking, disadvantaged, and displaced homemakers.

Follow-up on the Status of Federal Carry-Over Funds - The Late Approval of State Plan and Accountability Report:

- Develop, along with the Department of Education and the University of Hawaii, a fiscal procedure whereby funds can be obtained for the interim period between the start of the fiscal year and the notification of appropriations from the U.S. Department of Education.

Vocational/CETA Linkages and Coordination:

- Request that the Department of Education designate the Occupational Development and Student Services Branch as its representative to CETA prime sponsors for the coordination of the expenditure of funds set for YETP for the benefit of "in-school" youth;

- Explore the possibility of providing training in the schools to "out-of-school" youth who qualify for CETA services;

- Work with prime sponsors to design an overall strategy for meeting the needs of the disadvantaged youth;

- Require the University of Hawaii to review its existing linkages with CETA programs and determine what training services in vocational education can meet the special needs of CETA programs;

- Fund jointly with CETA vocational training in occupations for which there is a significant, ongoing demand;

- Initiate modular programs and competency based curricula;

- Articulate and coordinate vocational education and CETA programs to provide training not available through vocational education or CETA alone;

- Review programs for special groups and coordinate the displaced homemakers program with those funded by CETA;

- Develop a strategy for coordinating programs and services for the handicapped with CETA prime sponsors, the Division of Vocational Rehabilitation of the Department of Social Services and Housing; and,

- Develop a strategy for coordinating programs and services for the disadvantaged with CETA prime sponsors.

The Council Report expresses concern about the high proportion of federal funds that were not obligated by the end of the fiscal year. The U.S. Office of Education's lateness in awarding funds appeared to be the main reason for this problem. For FY 1980, they did not release funds until the end of October, a month after the start of the school year.

IDAHO

The Tenth Annual Report of the Idaho Advisory Council on Vocational Education begins with a list of its major activities. These activities include the development of a uniform monitoring form for statewide monitoring; the publishing of an informational brochure on statewide postsecondary vocational program offerings for use by counselors; and, the publishing of a monthly newsletter which the Council has found to be an important link in establishing communications with local school administrators and advisory committees.

The Council held public meetings. Concerns expressed at the meetings centered around the need for continued support for vocational education funding by the State legislature; the need to upgrade equipment at the secondary level; the need for more facilities and equipment at the postsecondary level; the need for upgrading curriculum; and the need for more training for secondary school counselors in the area of vocational-technical opportunities for students.

Recommendations made at the hearings included improving practical on-the-job experiences and developing more innovative approaches to training males and females for non-traditional occupations. In addition, it was suggested that bilingual instruction be used to meet the training needs of minorities.

The Council makes the following recommendations to the State Board for Vocational Education. They are:

- Increased funding at the federal level and alternative funding methods should be explored;
- Low enrollment vocational education programs and duplication of programs should be reviewed each year and job placement statistics should be the method of measuring success;
- Rural districts should contract with other districts or postsecondary schools to provide vocational programs when the need exists;
- A policy statement for the coordination of academic and vocational programs, with a long-range plan, should be provided;
- Further development of intern and co-op programs should be promoted; and,
- Workshops to train secondary counselors in areas of vocational, academic, and personal counseling should be implemented.

The Council further recommends that vocational counseling be considered for inclusion in the secondary reimbursement formula. Also, the university counselor education program should expand the curriculum offered in vocational counseling.

The Council found that there is a large discrepancy between the percent of students estimated by the Idaho Department of Education to be handicapped and the percent of handicapped students enrolled in secondary vocational education programs. The Council suggests that data collection on the number of handicapped vocational education students be improved and made more precise.

The Council participated in the State's evaluation of vocational programs and was encouraged by the results. The Council did, however, think that more vocational students should have been interviewed; that more local people from the business and industrial community should have participated in the evaluation process; and that local advisory council support should have been encouraged by the Divisior of Vocational Education. The Council strongly recommends exploring new and reviewing old vocational programs at high school and the postsecondary level.

Having reviewed the goals and objectives of the state sex equity program, the Council suggests that the Advisory Committee for Sex Equity add members from business and industry. The Council also believes that the program should consider non-traditional programs for men as well as for women. Grants made to individual school districts for sex equity projects, the Council suggests, is a good way to begin such programs.

The Council reviewed the State Employment and Training Advisory Council's Annual Report and finds the Idaho Manpower Consortium and the Division of Vocational Education are working towards providing a coordinated and integrated training program. Examples of activities facilitated by these groups included skill training, adult basic education, G.E.D. preparation, counseling, communicative skills, and employability development.

ILLINOIS

In Fiscal Year 1979 the Illinois Advisory Council reviewed and assessed the activities and efforts of adult, vocational and technical education in its state. From its evaluation, the Council makes the following recommendations to the State Board of Education:

- More time should be given to addressing the accomplishments and needs of adult and vocational education, "economic paying dividends" of education;
- The "new program emphasis" should be merged into programs with similar but broader emphasis like community education and adult education so that duplication, fragmentation, and confusion by local agencies can be avoided;
- All vocational programs should be required to periodically assess local employment needs in order to maintain program relevancy in areas of high labor demand;
- The lead should be taken in working with other interested and involved organizations to ensure passage of new State legislation for adult education;
- State General Revenue funds should be appropriated to match Federal Career funds;
- Leadership and direction should be given along with the Illinois Board of Higher Education and the Illinois Community College Board, to schools and colleges to enable them to better educate students who will be working in commerce and industry to alleviate the serious shortage of teachers in certain vocational areas;
- Programs for students with special needs should be strengthened; and,
- All vocational programs should have a basic education component.

To the State Legislature, the Council recommends that it:

- Work to bring about rationality and consistency in publicly funded employment and training programs;
- Establish a "State" program of vocational education funded by the State in the amount of 40 million dollars in 1980-81, 60 million dollars in 1981-82, and 80 million dollars in 1982-83.

The Council reports that 19.56% of all local vocational programs were evaluated during FY 1979-80. The focus of the evaluation was planning and evaluation, occupational programs, student services, personnel, program management and community resources. While there was an increase in the availability of placement services, they were

often only informal services. The Composite Evaluation Report of the State Department of Education's evaluation teams makes two recommendations that directly effect the flow of students into the labor market: "the placement services provided to dropouts, current students, and graduates should be made more formal through local policy formulation; utilization of Illinois State Board of Education sponsored placement materials, and cooperation with the Illinois State Board of Education funded career guidance centers. . .;" and, "the accessibility of career information for students should be expanded to ensure sufficient input into the career planning and decision-making process for all students."

The Council continues to urge the State to assume a greater role in career education programs. Several Council members worked with the Department on a state plan for career education, but its development is being slowed by the lack of state appropriations. As such, the Council strongly recommends that the minimal matching funds required by the Career Education Incentive Act be made available.

The Council Report comments on the existing coordinated approaches to meeting the States' training and employment needs. The Council indicates that although studies are being conducted, the State Plan inadequately outlines the requirements for effective coordination. The Council believes that the reorganization of three agencies, the Governor's Office of Manpower and Human Development, the Department of Business and Economic Development, and the Department of Local Government Affairs would have a significant impact on the delivery of coordinated services.

The Illinois Advisory Council's Report is detailed in its outline of vocational and adult program enrollments. In addition, comprehensive summaries of expenditures of Federal and State funds are given.

INDIANA

The Annual Report of the Indiana Advisory Council begins with conclusions reached through public hearings. Some of the areas in need of revision cited in the Report are: the description of funds from state or federal levels specifically for vocational program budgets; the emphasis by vocational schools on work attitudes and attendance along with job training; the public relations and public knowledge about what is being done in area vocational school programs; the coordination efforts between federal programs and employers; the working relationships and cooperation between vocational counselors and administrative staff; the assistance to dropouts by instilling the discipline of work rules and on-the-job behavior; the involvement of students in co-op programs in order to improve the transition from school to work.

After careful review of the Annual and Five-Year State Plans, the Council and its State Plan Committee suggests the following to the State Board of Vocational and Technical Education: 1) Update and extend the annual and five-year plans; 2) establish a minimum of four meetings per year for local advisory councils; 3) require local advisory committee signatures on local program applications; 4) establish a date when local eligible recipient applications are to be completed; 5) increase emphasis to displaced homemakers, post-secondary consumer and homemaking, and sex bias reduction programs; 6) set aside procedures for short-term vocational training of workers for new or expanding business or industry; and, 7) improve public awareness of vocational education.

The Indiana Council also has suggestions for developing and improving vocational education. The Council recommends that the State Board:

- Update the five-year plan with each submitted annual state plan;
- Support efforts to establish a State Coordinator of Information Dissemination for improved public understanding of vocational education;
- Establish a mechanism for working with business, labor, government, agriculture, and vocational education in a coordinated effort;
- Establish an apprentice advisory committee to expand efforts for vocational education to cooperate and assist apprenticeship efforts;
- Set aside funds for vocational school construction; and,
- Allocate section funds (curriculum, vocational guidance, and personnel training) to area vocational administrators to ensure that these activities impact on the local programs.

In addition, the Council's Report includes the following legislative recommendations:

- Revise the vocational education weighting factor;
- Support adequate funds for vocational transportation costs;
- Identify and support funding factors which facilitate vocational education opportunities in postsecondary institutions;
- Increase funding to meet equipment replacement needs;
- Support adult vocational education to ensure equitable access to program funds by all citizens; and,
- Encourage linkage between career and vocational education.

Included in the Indiana SACVE's Annual Report is a copy of the "Handbook for Advisory Council Members." The Handbook, listing advisory committees, organizations, and finctions of the Council, yearly activities, and an explanation of vocational education terminology, was developed to assist and make suggestions to advisory council members.

The Indiana Report concludes with a survey of the opinions of 143 attendees of the Indiana Vocational Conference. The opinionnaire consisted of a general statement, followed by 21 distinct items in three categories: 1) additional vocational funds; 2) assistance in serving students; and, 3) assistance with community involvement and planning. The respondents were instructors, administrators and counselors of vocational education.

The instructors who were polled indicated that funds were needed for curriculum materials, equipment, and vocational instructor/counselor training. These respondents also noted that assistance is needed in serving regular students.

The concerns of administrators were similar to those of the instructors, and included a concern for the placement and follow-up of graduates and for public relations. Administrators also believed that articulation, and planning, and help with local advisory committees was also needed.

The counselors who were surveyed, emphasized the need for assistance with handicapped, disadvantaged, and displaced homemakers, and funds for counseling and support staff.

The opinionnaire, the Report concludes, provides a general indication of what vocational education personnel and the State Advisory Council think state and federal leadership should emphasize.

IOWA

During FY 1979, the Iowa Advisory Council on Vocational Education conducted field visits with representatives of area schools and education agencies and the public. One common element in all the visits was a concern about the funding of all forms of education, including vocational education. The Council's Annual Report includes findings and recommendations. A summary of them will follow.

Cooperative experiences in vocational education should be expanded in order to provide a bridge between the classroom setting and the world of work. The Council recommends that the State Board:

- Enact a policy of encouraging the development of cooperative programs at the secondary level only where projected training stations are sufficiently available to operate the program effectively and efficiently.

In its site visits, the Council found that there were practically no funds for new programs. If the enrollment decline is to be halted, funds for new programs and equipment replacement must be appropriated. As such, the Council makes the following recommendations to the State Board:

- Continue the inclusion of equipment cost into the reimbursement policy for new secondary vocational programs and institute a "new program equipment financing study" and establish its reimbursement policy in accord with the results of that study;

- Increase secondary vocational education funds designated for the replacement of equipment and materials; and,

- Continue to seek State appropriations for reimbursement for equipment replacement which, when coupled with "excess" funds, would more nearly meet the surveyed need.

The Council found that little was being accomplished in the area of long range planning at the local level and even less on a regional basis. The lack of such planning prompted the following planning recommendations:

- Establish regional planning councils to develop plans to provide better coordination of secondary vocational efforts using available labor market information and results from student needs surveys;

- Enact a policy that requires local education agencies to submit an annual and three year plan which identifies students' vocational interests and needs; and,

- Enact a policy directing staff to assist area education agency personnel in developing student occupational interest surveys.

The Council found that the concept of jointly administered programs was well received during its visits. Accordingly, it recommends that the State Board:

- Seek legislation mandating vocational planning on a regional basis and require schools with limited enrollments to make broad vocational programming oppotunities available to their high school students through jointly administered programs.

Through its data collection and field visits, the Council addressed the part-time employment needs of the young disadvantaged vocational education students. In an effort to assist in the development of integrated vocational programs, the Council recommends that:

- Future State Plans for Vocational Education contain projection of the number of low income vocational students who will be involved in the youth work experience entitlements of the CETA Act, demonstrating a consistent, integrated and coordinated effort between CETA and vocational education agencies.

The Council found a lack of understanding on the part of both administrators and instructors about what is needed to assist handicapped and disadvantaged students. As a result, the Council makes the following recommendations:

- Investigations be made to measure the extent to which on-going vocational programs have been adopted to meet the needs of handicapped students;

- Development of a teacher guide for vocational instructors containing practical approaches which can be implemented in the on-going vocational program so that handicapped students can have equal access;

- Development of a guide for handicapped students with contents which describe employment and vocational education opportunities and success potential; and,

- Provide, in a consistent, coordinated manner, an integrated State Plan for services to the handicapped utilizing the financial and human resources from Vocational Rehabilitation CETA, Vocational Education and the State and Federal Education for Handicapped Students Acts.

In addressing the problem of sex role stereotyping, the Council examined the Department of Public Instruction's comprehensive school approach. The Council suggests that the community approach may also be effective.

On examination of the Department of Public Instruction evaluation tools and processes, the Council concluded that program evaluations needed to be improved. Therefore, the Council suggests that the State Board and the Department of Public Instruction continue attempts to incorporate the Vocational Education Data System into the evaluation framework.

The Council supports the data gathering activities of the Iowa State Occupational Information Coordinating Committee. With the help of the State Board of Education, the Council regards the SOICC as an effective means of identifying manpower needs within the State. The Council believes that data generated from cooperation between the SOICC and the State Board will be reflected in the planning and projecting of new program needs.

The Council thinks the coordinated efforts to help save various populations by linking funds from various acts should be strengthened. The Council recommends the establishment of stronger working relationships between CETA and the State Board.

Additionally, the Council supports efforts by the Department of Public Instruction to assist with programs at the State's juvenile institutions. Because such efforts strengthen interagency cooperation, the Council urges even more support for them. The Council thinks that an analysis should be made to determine the extent to which the area schools could be of assistance to the juvenile institutions in their locale.

The Council has a strong interest in career awareness and placement and found that such activities are not being provided by school counselors. The Council encourages the State Board to undertake a study that will focus on the career awareness/exploration and job placement components of the counselor preparation programs in Iowa.

Included in the Iowa Council's Report is a copy of its field visit guide and the issues discussed at public hearings. Some of the public statements were: Students in vocational education need to start at an early age; counselors seem to discourage students from taking anything but college preparatory courses; vocational education should have a positive public relations program; students should get college credits for taking technical courses; more cooperation between school and industry is needed; and, career options and sex bias awareness should be taught early before students formalize their beliefs.

KANSAS

In an attempt to determine those issues which presently affect the quality of vocational education in Kansas, the Kansas State Advisory Council on Vocational Education offers recommendations in several categories to the State Board of Education.

Reviewing the State Plan, the Kansas Council reiterated its FY 1978 recommendation that a process chart, with deadlines, outlining the development of the Plan, be included. Other Council suggestions for making the State Plan more workable are: the inclusion of data bases in separate volumes; making the accountability report a separate document; and, placing of only pertinent aggregate data in the main text. Additionally, the Council suggests that the main text include: changes in demographic data; changes in employment statistics; the findings from the Kansas Program for Assistance and Review; and a summary of funding from categorical aid with an evaluation format to measure the effectiveness of special programs.

The Council examined the goals and objectives of the FY 1979 State Plan and made the following recommendations to the State Board of Education:

- Establish a common reporting system for the purpose of developing a profile of the status of the vocational program, recommendations for improvement and observable changes to reflect that needed improvement;
- Direct its staff to review its goals and objectives for the purpose of evolving statements of intent which have substance and a reasonably measureable end product;
- Direct its staff to investigate the possibility of a better linkage of functions in its agency which have similar capabilities and purpose; and,
- Review staffing needs as they relate to continued delays in meeting deadlines.

The Kansas State Advisory Council also reviewed the State's evaluation process by establishing an evaluation mechanism entitled the Kansas Program for Assistance and Review (K-PAR). The K-PAR shows that the most notable program deficiencies existed in the areas of philosophy, objectives, the teaching/learning process, and curriculum. The results of the K-PAR prompted recommendations to the State Board of Education. Among them: address areas of weakness as identified by the K-PAR study; measure the quality of the regular vocational programs; and, assess the extent to which special projects and services to specifically targeted groups are actually meeting their goals.

The Council suggests that Federal legislation be revised to provide 100 percent funding of excess costs for services to the disadvantaged and the handicapped. In addition, apportionment of these two categories should be reversed (Disadvantaged 10%, Handicapped 20%) or merged (30% for both categories) with the states given latitude to appropriate funds as needed.

The Council's Report identifies another problem created by federal legislation. The requirement for matching funds is unrealistic. In as much as local units must function under state imposed budget limitations, the capacity to generate enough local funds to match categorical aid is limited.

Growing frustration over the lack of cooperation among employment and training programs, especially in data collection and dissemination, prompts the Kansas Council's final recommendation. The Council advises the State Board of Education to request that the Governor issue an executive order to bring about a regular meeting of all agencies utilizing employment data. The purpose of such a meeting would be to, as nearly as possible bring about a singular, unified approach to data procurement and reporting.

KENTUCKY

To arrive at an understanding of progress in the field of vocational education, the Kentucky Advisory Council on Vocational Education turned to the Accountability Report of the Bureau of Vocational Education as well as to its own research, analysis, and observations. In Kentucky approximately 64 percent of the state's vocational enrollment is at the secondary level; postsecondary and adult enrollments comprise the other 36 percent.

United States Bureau of the Census and State Bureau of Vocational Education data indicates to the Council that 62 percent of the State's secondary age (14-17) students in a given year take advantage of vocational programs, services, or activities. In addition, about 12 percent of the population between the ages of 14 and 64 are being served annually. But, further data indicating that only 5 percent of the general adult population (18-64) in a year's time needs, wants,or benefits from vocational education, suggests to the Council that there should be a greater emphasis on adult vocational education.

The Council's efforts to evaluate special populations programs was hampered by a lack of data. The Council surmised, though, that many goals developed for special populations were not met because relatively large amounts of federal funds targeted for specific populations were returned.

Through this year's Annual Report the Council respectfully requests that the Board consider the following recommendations for fiscal year 1980:

- Direct the bulk of future expansion of vocational education programs, services, and activities toward students at the postsecondary/adult level;
- Take immediate steps toward devising, implementing, and maintaining an automated management information system for vocational education;
- Make efforts to have professional vocational education personnel withdrawn from the State Department of Personnel and placed under the State Board for Occupational Education;
- Direct the Bureau of Vocational Education to draft for consideration by the next session of the General Assembly, legislation designed to permit the Bureau to contract directly with industries for the purpose of providing training programs for those industries;
- Prepare a policy statement to cover vocational education's continuing relationships with CETA, and to specify procedures for responding to requests from prime sponsors; and,

- Assess the need for establishment of a new vocational education program in "general maintenance and repair."

Other major topics considered and discussed by the Council in the Report are: articulation and duplication problems, salaries of vocational education personnel, lack of valid data for planning purposes, utilization of facilities, standardized lists of equipment, contracts to provide training for new and expanding industries, guidelines for regional advisory committees use of funds, and legislation, funding, and preparation for the upcoming Management Evaluation Review for Compliance.

The Council is looking to the Kentucky Occupational Information Coordinating Committee for the development and implementation of an occupational information system. By meeting the information needs for program plans and fund distribution, vocational education and manpower training programs may operate more efficiently and effectively at the state, regional and local levels.

A notable feature of the Kentucky Council's report lists the fourteen regional advisory councils of the State. The activities and recommendations of these councils advise the regional vocational education directors in much the same manner at the State Council advises the State Board for Occupational Education. To ensure that the local voice is heard, the regional groups also submit annual reports to the State Bureau of Vocational Education.

LOUISIANA

The Tenth Annual Report of the Louisiana Advisory Council begins with a review and evaluation of vocational education programs. The evaluation found that additional staff, supervisors and instructors in Health, Home Economics, and Agriculture/Agribusiness occupations were needed; additional funds for curriculum development in agriculture, trade, and industrial occupations were needed; funding for salaries should be increased in order to attract more qualified instructors, especially in Trade and Industrial Education; an energy education program should be developed; funding for expanded guidance services was inadequate, especially in the area of follow-up; supervisory and monitoring staff for special programs was inadequate; and, additional funds for inservice training were needed.

The Council's Report commends the work of the state sex equity coordinator in helping to provide equal education and employment opportunities. The Coordinator's office held a workshop for vocational teachers, counselors and administrators to stress the importance of sex equity in all vocational education programs. The Coordinator's office also published a quarterly newsletter with statewide circulation to provide each local education agency with information on the elimination of sex role stereotyping in public education, employment and recruitment practices, and new opportunities in vocational educator programs.

The Louisiana Council reviewed the State Accountability Report and concluded that more emphasis on mainstreaming and more in-service training are needed to work with the handicapped. The Council also found that local advisory councils become more involved than the State Department of Education with the problems of handicapped students in their respective communities. The Council believes that the State should also help inform potential employers of the capabilities of handicapped students.

Because of the high unemployment figures for urban youth, particularly among disadvantaged minorities, the Council thinks that planning efforts should be improved to meet this important problem. Current planning for the disadvantaged seems inadequate, particularly in urban areas.

In February, 1979, the Council sponsored a seminar on vocational education in Washington, D.C. for the staff of Louisiana's Congressional delegation. Presentations were given showing the vital role of vocational education in Louisiana and emphasizing the need for increased federal funding for vocational education. The Council believes that federal funding for vocational education should be increased at a rate commensurate with the annual growth in vocational student enrollments. An increase of funds for curriculum development is also needed.

The Council participated in the development, along with the State Manpower Services Council, of a special report entitled,

"CETA/Vocational Progress Report." The report reviews the joint planning and coordination effort between CETA and the State Division of vocational education. As a result of the Report, a formal coordinating mechanism, the CETA/Vocational Education Informational Advisory Council was established. Some of the discussions of the Council resulted in the identification of a number of problems in administration of the CETA programs, namely, funding, liaison between vocational-technical education and CETA, and cost effectiveness.

The Louisiana Council concludes its Annual Report with recommendations to the State Division of Vocational Education. The Division should:

- Develop uniformity and standardization of the vocational education curriculum at the adult level with a formal level of articulation developed at the secondary, adult, and university levels where possible;
- Provide funds for curriculum development;
- Provide funds for inservice training of vocational instructional personnel for working with handicapped persons;
- Secure better data concerning CETA/Vocational Education, 6% training programs;
- Provide funds to develop vocational education energy education programs; and
- Establish a moratorium on any new vocational-technical schools or any additional construction until the new system is fully operational and implemented.

MAINE

The Maine Advisory Council on Vocational Education's Annual Report for Fiscal Year 1979 begins with an evaluation of vocational education programs, services and activities that represents the heart of the Maine Council's work. Through the involvement of the Council's committees, recommendations in several areas were developed.

The Council's initial recommendation addresses the State Board of Education, and centers around the use of in-state resources for secondary school evaluations. Evaluation teams, the Council suggests, should include representatives of Maine's taxpayers, business and industry, and educators.

The next set of recommendations concentrates on secondary vocational education. The Council suggests that the State Board of Education should:

- Encourage each secondary vocational school to employ a full-time student services coordinator, director of special services, or guidance person;
- Require sending schools to forward relevant student records to the vocational school after a student has been accepted to that school before the student begins his/her program;
- Investigate the extent to which repetition in course content exists for students entering a postsecondary vocational program; and,
- Use their influence to ensure that the position of Trades and Industry Consultant in the Bureau of Vocational Education be funded for full-time personnel.

In the area of postsecondary vocational education, the Maine Council reaffirms its commitment to two areas addressed in its 1978 position paper, the governance of the Vocational Technical Institutes and the budgeting process. The Council further advises that all the issues addressed in the position paper be resolved so that the Vocational Technical Institute can better serve the needs of Maine's students as well as its business and industry.

The final set of recommendations by the Maine Council, generated by the liaison subcommittee, concentrates on the coordination and integration of vocational education with all facets of the educational delivery system, including vocational rehabilitation, special education, career education, and adult education. The committee with approval from the full Council recommends that the State Board of Education:

- Ensure that vocational rehabilitation counselors and vocational teachers be a part of the district-wide pupil evaluation teams

for special education and handicapped students and that they help determine the type of curriculum the student is to receive;

- Ensure that the special education coordinators establish cooperative relationships with social service agencies to determine appropriate special education curriculum;

- Review evaluation methods used in mainstreaming special education students;

- Establish a process to ensure that all Vocational Technical Institutes be examined as to their potential for services to the vocational rehabilitation student; and,

- Study cooperative education work-study programs, done by an independent agency.

The Maine Advisory Council on Vocational Education is concerned about the quality of vocational education. The Council feels that the time frame imposed by the federal regulations sacrifices good program planning for compliance activities. The Council considers the inconsistency in the interpretation of regulations from year to year as another deterrent to effective planning.

MARYLAND

The Tenth Annual Report of the Maryland Advisory Council on Vocational-Technical Education is subdivided into four parts. Part one of the report addresses the Council's evaluation of the effectiveness of the State's Annual Program Plan. Part two is a discussion of the results of program evaluation. Part three summarizes the progress made in establishing a state occupational information system. And, part four presents figures and tables on enrollments from data received from the State's Division of Vocational-Technical Education.

In its evaluation of the Annual Plan, the Council found some notable attempts to improve programs. An exemplary project to support the introduction of a model for an Energy Technical Program for community colleges was developed and funded. Curriculum materials to provide services to Spanish-speaking students were acquired. Competency-based curriculum materials were developed for the handicapped and disadvantaged, as well as for consumer homemaking, parenthood education, vocational counseling, and for selected areas in accounting and computing. Curriculum materials for teaching in correctional institutions were also developed. Finally, technical assistance on ways to eliminate sex bias stereotyping in vocational-technical education programs was given.

The Council's discussion of the vocational-technical education program evaluation acknowledges the establishment of an exemplary vocational education system by the Division of Vocational-Technical Education. In addition to satisfying federal mandates for qualitative program evaluation, the Division's system includes a comprehensive, qualitative program evaluation. Monitored by the Council, the evaluation found weaknesses in the following: guidance, counseling and placement services; vocational education craft committees; and, community relations and resources. The Council concludes that program evaluations can facilitate the provision of a more responsive, statewide vocational-technical education program.

The Council made an effort to provide technical assistance to the local advisory councils by conducting a conference for local councils. The Council also developed and distributed a comprehensive handbook about the implementation of CETA in Maryland and the manner and extent to which local councils are involved in CETA.

The Council makes four recommendations in part three of the Council Report to the State Board of Education. They are:

- Identify the State's unmet needs for vocational-technical education at the secondary level;
- Initiate an intensive continuing program to promote public awareness of the increasing importance and opportunities of vocational-technical education in the educational system;

- Provide more adequate administrative and funding support for vocational student organizations as an integral part of vocational-technical education programs; and,

- Responsible agency heads should be represented on the State Occupational Information Coordinating Committee to expedite the implementationof a responsive State Occupational Information System.

Supporting data on the State's vocational-technical education enrollment trends and distribution are summarized in part four of the Annual Report.

The Council concludes its Report by discussing problems that might occur in the future: research should be conducted on need for additional State funds; the adequacy and effectiveness of procedures established at State and local levels for eliminating discrimination and denial of vocational-technical services on the basis of race, color, national origin, sex and Handicap should be studied; progress made in the implementation of the "Plan for Improving Guidance Services in Maryland" should be monitored; and, reviews should be conducted of enrollment criteria of local education agencies for vocational-technical programs, utilization of facilities of private postsecondary schools and procedures utilized by the State Department of Education for the collection, compilation, processing, and promulgation of vocational-technical education program enrollment data.

MASSACHUSETTS

The Tenth Annual Report of the Massachusetts Advisory Council on Vocational-Technical Education acknowledges and supports the State Board of Education's priority of equal access to good education programs. The Council is firm in its commitment to address the needs of minorities, women, urban and rural dropouts, youthful offenders, and the physically and mentally handicapped.

To further emphasize its concern for equal access to vocational education, the Council proposed a plan of activities to develop occupational education for minorities and bilingual students. The plan lays out an analysis process, several activities, and coordinating programs.

The Massachusetts Council believes that the distribution of funds included in the State Plan will help lead to more equitable access to jobs and career paths. The Massachusetts Council, in concurring with the State Board of Education's priorities, recommends that the Board:

- Improve its efficiency of collecting data and make more specific its goals, objectives, and criteria for evaluation;
- Suggest delivery systems in secondary and postsecondary vocational programs for disadvantaged social and linguistic minorities and the participation of regional vocational schools in the delivery of vocational education training in correctional institutions; and,
- Provide technical assistance to local advisory councils and to vocational educators and CETA program operators.

The Council's Annual Report restates several past recommendations, among them, the role of the local education agencies, the re-evaluation and monitoring of vocational programs, and the strengthening of school guidance services. The Report also notes the uniqueness of its state's development of a policy and action plan on youth employment and training.

Through its public meetings, the Massachusetts Council has found that local advisory councils would like to have a more significant role in developing the State Plan and that they are in need of technical assistance for their members. In this regard, the Council has undertaken two major projects: the distribution of questionnaires about the makeup and proposed functions of local advisory councils and the development of a handbook for local advisory council members.

MICHIGAN

The Tenth Annual Report of the Michigan Advisory Council on Vocational Education opens with a discussion of the results and recommendations of the two year long Vocational Education Assessment Project conducted by the Council. The purpose of the study was to determine the effectiveness of Michigan's Vocational Education Programs as perceived by instructors and graduates and their employers. The four areas surveyed were: how well are vocational education programs preparing its graduates to plan for, prepare for, get, keep and get ahead on a job related to their vocational training; the perception of performance based instruction in improving program quality; how do graduates and employers perceive their opportunities to provide input to local education agencies; and, do graduates and employers perceive the co-op program as effective.

The Council's study indicated that vocational education graduates see themselves as possessing good technical skills along with the ability to apply them. Instructors and employers consider those vocational education graduates with co-op experience to be among the best equipped for productive work.

The Council's study also points out that the major deficiency in graduate preparation revolves around career planning and placement skills and services. Students perceive this lack of career preparation throughout their school experiences.

As a result of the Council's study, recommendations are made in three groups (students, staff, employers) to the Michigan State Board of Education. They are:

Students:

- Schools should teach potential vocational education students to develop a personal career plan;
- Counselors and teachers should be trained to assist each vocational education student in the implementation of their career plan;
- All vocational education students should be encouraged to participate in co-op or other work exposure;
- Schools should equip vocational education students with the employability skills (e.g., job development, resume writing, interviewing);
- Schools should prepare vocational education students to understand the need for ongoing feedback from graduates to help inprove the schools delivery of services.

Staff:

- Schools should support staff's development of performance objectives;
- Vocational-Technical Education Service should provide in-service training to teachers to learn to use performance objectives and to integrate career planning and placement skills into their activities and curriculum;
- Schools should make counselors and placement coordinators responsible for training vocational education students in employability and self-placement skills;
- Vocational-Technical Education Service should provide in-service training to counselors and placement coordinators to provide career planning and placement services.

Employers:

- Schools must make a greater effort to contact and obtain active participation from local employers to help prepare students to become productive employees;
- Schools must work with employers to provide more co-op programs.

Although the assessment project gave a picture of the effectiveness of vocational education across the State, the Council expressed concern that the Detroit area, which is predominantly Black, was not adequately sampled. Therefore, the Council, using the services of a consulting firm, conducted a separate survey of the Detroit area. The results are available in a separate report.

The Michigan Council makes the following recommendations to the State Board of Education based on its activities, projects and studies:

- The Program Standard of Quality on Pupil/Space Ratio should be implemented by end of the 1981-82 school year and provide matching funds for eligible recipients for construction and/or remodeling necessary to meet the Pupil/Space Ratio Standard;
- Alternative sources should be explored to provide assistance for the employment of economically disadvantaged students;
- Activities should be implemented in the area of new and emerging occupations, (solar, wind and coal energy);

- The local evaluation process should be implemented;
- The total $50,000 for sex equity should be used;
- A Displaced Homemaker Program should be developed and adequately funded;
- Incentives should be provided to local education agencies to encourage enrollment in non-traditional occupations and to develop programs to eliminate sex bias and stereotyping;
- Statistics should be collected showing the comparative enrollment data on men and women enrolled in vocational programs;
- Statistics should be collected showing the causes for wage disparity between male and female graduates of vocational education programs;
- Approved guidelines for eliminating and preventing sex discrimination should be implemented;
- Career education should be implemented at the elementary school level;
- Educational counseling materials should be developed to raise the consciousness of employers and trade unions on hiring females/males into non-traditional positions;
- An appropriate number of women and minorities should be appointed to the State Advisory Council on Vocational Education; and,
- The Long Range Plan for Vocational Education, 1977-82, should describe in detail, policies and activities which are to overcome both sex discrimination and sex stereotyping.

The Council reviewed the Michigan Employment and Training Services Council's Report and particularly supports the recommendations on: the establishment of an Interagency Employment and Training Management Information System; the removal of barriers to occupational licensing in relation to sex and race; and, targeting resources, creating longitudinal follow-up, and developing demonstration projects for youth, especially several special populations in the youth category.

MINNESOTA

The Minnesota State Advisory Council's Tenth Annual Report begins with a review of the goals and objectives as submitted in the State Plan that elicited the following concerns: more effort should be placed on vertical articulation; and redistribution of funding by the legislature is the reason for not addressing inservice workshops for working with special needs students and the handicapped. The Council believes that the failure to accomplish in-service professional development may have long-term consequences.

On the postsecondary level, the Council acknowledges the growth in vocational education enrollments and the effort displayed by all agencies to avoid duplication of activities and training. However, the Council would like to see the energy problem, a major concern of Minnesota residents and energy related programs addressed at the postsecondary level.

The Council Report notes that the development of Adult Education has been limited by legislative restrictions of new programs and by the distribution of funds. The Council reports that the need for vocational skill training programs for disabled adults still has not been met.

The Minnesota Council's Annual Report includes an analysis of the State's involvement in sex equity programs. By reviewing the report of the vocational sex equity specialist and a series of evaluations of sex equity in the state by the Council on the Economic Status of Women, the Council concluded that data from other higher education institutions, such as from the University, State University System and the Community College System, must be a part of a meaningful data base on sex bias and stereotyping.

For the most part, vocational education takes place in the eleventh and twelfth grades of the secondary schools and at the post-secondary level. The Minnesota Council, however, believes that pre-vocational and career education efforts should be made at the elementary and junior high levels if meaningful achievement in increasing the number of participants in non-traditional occupational programs is to be accomplished.

This year's Annual Report restates an old concern about closer coordination of CETA and vocational education. However, with the implementation of a more comprehensive CETA/education linkage in the Department of Education and the State Advisory Council/Governor's Council on Employment and Training task force, which was organized in the last part of FY 1979, the Council thinks coordination may become a reality.

A major concern of the Council revolves around the collection and interpretation of valid, reliable data. Two individual studies exist, which indicate that only about one third of those who desire

some form of vocational education are actually being served. The Council suggests that the Board of Education make every possible use of this valuable data to help in the delivery of vocational education.

Other recommendations to the State Board for Vocational Education are as follows:

- Develop a system to address the problem of changes in occupational areas as well as to upgrade equipment and to update occupational skills and technical competencies of vocational education educators;
- Upgrade the vocational education evaluation process to assess current conditions and the need for improvements;
- Continue to motivate local education agencies to utilize local advisory committees to achieve effective planning and evaluation of vocational-technical education at the institution and program level;
- Target funds for Special Needs to develop and maintain programs which will serve developmental and remedial students; and,
- Study the existing system of appropriation of allocations in Minnesota and develop a less complex and more equitable system of funding vocational education in the State.

MISSISSIPPI

The Annual Report of the Mississippi Advisory Council begins with a discussion of a study entitled the "Supervision and Administration of Secondary Vocational Education".

Some of the study's conclusions were that positive action should be taken to articulate programs between secondary and postsecondary; immediate consideration should be given to providing more money for travel within the districts; consideration should be given to forward funding of adult programs; immediate consideration should be given to providing all centers and complexes with more specific information as to the existing needs in the area of sex bias and job stereotyping; serious consideration should be given to providing all local directors a listing of the criteria used in determining priorities for providing equipment to newly approved programs at the beginning of the school year; an immediate appraisal should be made of the teacher education programs; and, the State Advisory Council members should spend more time in classroom visitations.

From its visits, studies, hearings and other activities, the State Advisory Council makes the following recommendations to the State Board of Education:

- Provide additional monies for replacing worn out equipment and upgrading current equipment;
- Assess present funding methods;
- Articulate programs between secondary and postsecondary institutions;
- Evaluate teacher education programs for non-degree teachers;
- Approve and deliver equipment for new programs;
- Organize a planning and evaluation committee to do a more comprehensive evaluation and follow-up of programs and facilities;
- Establish step-by-step guidelines for local educational agencies to use in working to eliminate sex bias and job stereotyping in vocational education;
- Give to local administrators a step-by-step plan for requesting, implementing, and administering adult programs;
- Give all vocational-technical directors, the criteria, data, and methods used to make decisions determining who gets what in replacing or upgrading equipment; and
- Provide the State Advisory Council information you deem important.

An assessment of current and future job needs within the State was developed cooperatively by CETA, Employment and Security Commission, Manpower Services Council, the Mississippi State University College of Business and Industry, local education agencies and public postsecondary institutions. All possible data and information was used to develop relevant planning in vocational and technical education. However, because local state plans are developed and submitted prior to the appropriation of funds from the State Legislature, planning is based on estimates instead of true figures.

MISSOURI

In FY 1979, the Missouri Advisory Council examined the enrollment goals and objectives established by the State. The Council found that incorrect estimations may be causing budgetary problems and space and equipment shortages.

In the year reviewed, there was a decline in the number of programs for students with special needs. This may be due, the Council surmises, to an improved identification and recording system resulting in mainstreaming of special needs students.

At the Council's public meetings, a questionnaire was distributed to gather information on ways to improve the state's vocational education programs, services, and activities. While 70 percent of the people polled felt that vocational youth organizations should be an integral part of the curriculum, 67 percent believed that membership should not be require. Sixty-one percent felt that state and/or federal funds should be used to support vocational youth organizations and 81 percent felt that all schools offering vocational programs should be encouraged to have chapters at the local level. The Council thinks that these organizations should be studied to determine whether their activities are relevant to the interest and desires of today's youth, good educational policy, sound learning practices, and related classroom instruction. The Council observed that many vocational teachers, particularly those in the trade/industrial area, do not know how to effectively make youth organizations integral parts of the curriculum. Based on these findings, the Missouri Council recommends that the State Board of Education prepare State Plan objectives requiring a study to measure the congruency between the interests, concerns, and leadership development ideals of students and the objectives and activities of all levels of the vocational student organizations. The Council also recommends that a State Plan objective be developed to design a program which would acquaint all vocational educators with the objectives, activities and benefits of youth organizations.

The Council prepared another questionnaire for all administrators of postsecondary and adult programs. The resulting statistics and comments made the Council concerned about the duplication of programs, including coordination of programs at different levels, and the articulation between agencies offering employment and training programs. The Council thinks that an agreement signed by both State Education Boards and CETA agencies through the State Employment and Training Council would ease the duplication problem. The Council, therefore, recommends that a State Plan objective be written which seeks the development of a memorandum of agreement among the State Board of Education and the Coordinating Board for Higher Education and CETA agencies for the pupose of outlining procedures which would prevent duplication of vocational training programs.

Another issue raised in the Council's questionnaire was the definition of "vocational student" and "vocational program." Because

a universally accepted definition does not exist, institutions cannot agree on which students should actually be considered vocational. The ambiguity causes inaccurate assessments. The Council thus recommends that the State Department of Elementary and Secondary Education define the terms "vocational student" and "vocational program" to help local and state educational agencies make accurate and consistent counts.

In regard to sex equity, the Council thinks that the knowledge of the student body about non-traditional occupations has not been adequately measured and advocates for the measuring of the awareness level of "pre-vocational" students. This is one way to clarify the state's goals and objectives for sex equity. It is the responsibility of all administrators, students, and teachers to make sure students are aware of the range of occupational choices, including non-traditional, that are available to them. To help students make career decisions based on interest and an understanding of labor markets demands, instead of entrenched biases and stereotypes, the Council recommends that the State Department of Elementary and Secondary Education, through State Plan objectives, increase efforts (by increases in funding and the number of workshops held) to make more students aware of non-traditional occupations.

The Council did a comprehensive study of vocational education and corrections in its state and notes legislation already exists affecting this issue. Nevertheless, problems in corrections continue because of funding inequities and weaknesses in the state's method of funds distribution. The vocational component within the Division of Corrections receives funding from three sources: the State General Revenue, the State Department of Elementary and Secondary Education, and CETA. In order to plan and operate programs effectively, the Council concluded that education personnel should have input into the administrative procedures determining the amount of General Revenue funds going toward education and training programs. In FY 1979, the Division of Corrections received about $66,000 in federally allocated disadvantaged funds through the State Department of Elementary and Secondary Education. All of the funds went to Missouri State Prison. Other adult correctional institutions in the State received no support. There are five correctional institutions in Missouri that receive support by CETA funds. The Council thinks it unwise to rely on CETA appropriations because they must be renewed annually.

To help resolve some of the weaknesses in correctional vocational education, the Council makes two recommendations about the State Plan. For one, the State Plan should support creating a statewide correctional school district to provide all educational services to inmates within the control of the Division of Corrections. Secondly, the State Plan should strongly encourage the establishment, within the Division of Corrections, of a job placement program for inmates who have completed skill programs at the time of release.

MONTANA

The Montana Advisory Council for Vocational Education's 1979 Annual Report makes six recommendations to its Department of Vocational Education, as follows:

- Pursue with the Council the possibility of requesting the federal Office of Education for adjustment of report due dates to allow more adequate time to utilize the recent year end data;
- Analyze, at the end of FY 1980 and 1981, the new funding formula for vocational education at the postsecondary and secondary levels;
- Strengthen the cooperation and coordination between Vocational Education, CETA, SOICC, private schools, apprenticeship councils and others engaged in skill training;
- Provide leadership to assist local education agencies in developing active local advisory committees;
- Spearhead and assist the development of a more viable job and employment demand reporting system; and
- Utilize the current restructuring of the State Plan for Vocational Education to establish the most appropriate goals for Vocational Education to include current and projected economic trends, student populations, the energy crisis,and employment rates.

Public meetings held by the Montana Council elicited the following concerns:

- Adequate funding for secondary and postsecondary vocational education;
- Relationship of postsecondary vocational education and the needs of students from distant and rural communities;
- Lack of information on the role and functions of postsecondary vocational education in the state; and,
- Lack of clear understanding by the local community of the role and functions of advisory committees at both state and local levels.

The Council's Report indicates that 15,847 Montana residents participated in CETA programs with CETA contributing $27,848,912 to the economy. This amount, however, served only 10 percent of Montana's CETA eligible participants. Yet, there was a significant increase in the number of clients served under Title I of CETA, in the categories of: Women, Minorities, Youth, Offenders and Handicapped.

The CETA Prime Sponsor, the Governor's Employment Training Council, gave support in the amount of $1,323,797 to vocational education. Additionally, the Governor's Employment and Training Council became involved in the activities of the State Occupational Information Coordinating Committee and made a commitment to the development and involvement of local advisory councils.

The Governor's Employment and Training Council's activities prompted the State Vocational Advisory Council to make four recommendations regarding public vocational education. They are:

- Programs should be designed to meet employment and training needs particular to Montana;
- Increased emphasis should be given to community-based planning and job development;
- The Adult Basic Education Opportunity Grants should be used more widely and more standard requirements for Adult Basic Education courses across the state should be created; and,
- Guidelines for creation of Public Service Employment jobs and selection of employees for these jobs should be strengthened. These guidelines should include: geographic equity; placement rate of organizations; potential for creating new jobs; and national, state and local priorities such as rural transportation and health, weatherization, energy conservation, and use of renewable resources and alternative forms of energy.

The Council would like to see further Governor's Employment and Training Council reports enhanced by the inclusion of detailed data from the CETA funded Concentrated Employment Programs. The Council further suggests in the Annual Report that a joint meeting with the Governor's Employment and Training Council take place to specifically address mutual interests and concerns regarding employment needs and training.

The Montana Council's Report includes program evaluation and comments, as well as a review of the activities within the State to bring about sex equity and special services to the disadvantaged and handicapped.

NEBRASKA

The Tenth Annual Report of the Nebraska Advisory Council on Vocational Education opens with recommendations to the State Board of Vocational Education derived from an evaluation of the State goals. The eighteen recommendations concern five main issues and include the following:

- Implementing fully the data gathering system already developed by obtaining state and federal funding;
- Planning by the Division of Vocational Education to develop opportunities for all persons with priority on vocational teacher education and supervision at all levels of program administration;
- Beginning a recruitment effort in occupational areas that have had a short teacher supply;
- Maintaining and extending preservice teacher education programs to provide the quantity and quality of vocational education personnel needed to work with all students including the handicapped, disadvantaged, multi-cultural, male/female, and non-traditional roles;
- Assisting local education agencies in identifying the higher opportunity areas in determining local program offerings;
- Continuing to support the efforts of SOICC in providing an efficient and effective data source for user agencies so that most recent data for planning may be available;
- Improving employee attitudes by implementing increased responsibilities for vocational counseling as provided by the 1976 Vocational Education Amendments;
- Encouraging counselor education programs to increase emphasis to vocational and career counseling; and,
- Initiating energy education programs.

The Nebraska Council also makes recommendations to the State Employment and Training Council:

- Including both the realistic goals and accomplishments achieved toward those goals in their Annual Report;
- Involving more local and state vocational agencies in the development of prime sponsor's annual plans;
- Meshing of CETA training and placement data with vocational education training and placement data to better insure that the supply of trained workers will not exceed the demand; and,

- Involving private industry more in the planning process of the prime sponsors.

The Nebraska Council makes the following observations based on a review of the Accountability Report: 1) It is possible to determine expenditures of funds for special line items under the various subparts, such as vocational teacher preparation and administration; 2) There is little flexibility to allow for special circumstances that may develop within the state after meeting the special categorical mandates, such as Subparts 3 and 4; 3) Analysis of fund allocation under the present legislation indicates that vocational education is focused more strongly toward special interest groups with fewer funds available for the masses; and, 4) Heavier burdens to absorb program cost have been assumed by local education agencies without corresponding increases in the state and federal support.

The Council's Report commends the State Board of Education for revising the vocational funding mechanism in order to make maximum utilization of funds under the 1976 Act.

The Council reviewed the State Manpower Services Council's Report and found that goals to help clients find meaningful employment have not been established and that more coordination and linkage between vocational education and prime sponsors is needed. The Council also thinks that a system for awarding credit to students involved in CETA programs should be established and based on a model used by the Lincoln and Omaha prime sponsors.

Other concerns of the Nebraska Council include: local schools' uncertainty about where leadership for developing vocational guidance is available within the State Department of Education; the incompetence of counselors in both academic and vocational counseling; and, the absence in the State Plan of a goal emphasizing vocational guidance. There is also little evidence that teaching skills for working in correctional and other institutional settings are being provided.

The Nebraska Advisory Council was asked by the Nebraska Commission of Education to review and recommend policies on vocational education. A total of eighteen policy recommendations are included in the Tenth Annual Report. Ten of these involve updating and changing existing policy; eight are new policy recommendations.

NEVADA

The Tenth Annual Report of the Nevada Advisory Council on Vocational Education begins with recommendations to the State Board for Vocational Education. They are as follows:

- Give special consideration to priority areas as described by the Council within the Ninth Annual Evaluation Report when considering the distribution or utilization of available discretionary funds;
- Focus upon vocational education in urban counties and the community colleges in meeting its schedule of evaluation of five districts and one community college per year;
- Give high priority to the monitoring of programs;
- Develop and implement a plan that would result in the development of program standards for all areas of vocational education;
- Make more readily available to districts and colleges the vocational education consultants so that eligible recipients may more effectively use set-asides and may capitalize on this source of support funding for vocational education;
- Consider the inclusion of the program objectives and enrollment goals from the Annual Program Plan of the applicable year to the Accountability Report and reference rationales for exceeding, or failing to meet, program goals throughout the Report in such manner as to reflect upon individual goals or objectives;
- Encourage all participating agencies to formally conduct the self-evaluation developed by the State Department staff for assessing their status regarding the elimination of discrimination and sex bias;
- Complete prior to September 1, 1980 the needs assessment in order that such data will be available for use during the 1981 session of the Nevada Legislature and include in such an assessment a study of the need for new or expanded programs based upon local manpower needs; and,
- Conduct, along with the Employment Security Department and the State Comprehensive Employment and Training Office, a county by county needs assessment to establish the true manpower needs in each county.

The Council was pleased that the State Department of Vocational Education assigned a full-time person with the responsibility of

statewide evaluation. A draft document entitled, "Vocational Education Program Evaluation List of Evaluation Items by Function," has been prepared by the State evaluator and distributed to all participating agencies for review and comments.

Because of the size and value of programs occurring in urban counties, the Council suggests that the Board and its staff reorganize its schedule of evaluations for those remaining under the current Five Year Plan. The time necessary to complete the evaluation in the urban counties will undoubtedly be greater than in rural areas.

The Council is concerned about the absence, except in the Disadvantaged and Handicapped programs, of monitoring activities by vocational education consultants. Monitoring of programs can become, according to the Council, a major tool to be utilized in the State Department for providing leadership to both district and program level improvements. The Council recognizes the time and financial commitment required for the development of subject area standards. It is convinced, however, that standards must be developed, and cooperatively done so, by consultants, teachers and industry representatives.

Another concern of the Council's is the State's extremely low contribution to vocational education, the percentage of which has declined every year since 1971 except in FY 1978. As the State contribution declines compared to the Federal, the State becomes less able to direct expenditures. It is critical that more flexibility must be achieved to ensure that available resources are truly addressing the vocational education enterprise needs in the State. The Council strongly encourages the State Board to continue its efforts to achieve parity for Nevada in the Federal vocational education legislation and funding.

After careful review of the Accountability Report, the Council concluded that there is an obvious lack of meaningful statewide demand data. The Council believes that this problem could be solved in the near future through the implementation of the Occupational and Employment System by the Nevada Employment and Security Department. Another related problem with the Accountability Report is that enrollment data is based upon VEDS and completions are based upon a previously used system converted to VEDS format. The Council suggests that the Report can not be fully functional until all elements of planning, enrollments and completions are founded in a common base.

To date the Nevada Council finds no significant progress being made by the SOICC in resolving the problem of a standardized Occupational Coding System for the collection of manpower demand and supply data for use in vocational program planning. The Council thinks that

this lack of standardized coding is the primary problem for NOICC and SOICC.

The Council reviewed the CETA Report to the Governor and recommends: additional collection of qualitative data; expansion of termination reporting to reflect more accurately the true outcome of program completers (e.g., the death of an enrollee is at present recorded as a "non-positive termination"); establishment of a formal 1-3-5 year follow-up of program leavers; and, consideration of the effectiveness of counselor services on CETA participants.

NEW HAMPSHIRE

The Tenth Annual Report of the New Hampshire Advisory Council begins with a commendation of the Division of Vocational Technical Education, the Department of Education, the State Board of Education, the Governor's Office and the members of the 1979 Legislature for their efforts in obtaining an unprecedented 32 million dollar appropriation for the construction of secondary vocational education facilities throughout the state. The Councilbelieves that their past recommendation to the State Board to secure full funding for construction of secondary vocational facilities was fulfilled.

The Council's recommendations for FY 1979 to the Division of Vocational Technical Education follow:

- The spending of large amounts of money on peripheral functions like curriculum development, pilot programs, needs assessment surveys or feasibility studies should cease; money should instead be channeled directly into student services;

- The role of vocational educators should be defined;

- Attending guidelines for local advisory committees should be adhered to; local advisory councils should be encouraged to comply with guidelines about attendance;

- All vocational education plans in the State should be incorporated into the State Plan for Vocational Education;

- The evaluation processes of both the Division and the New England Association of Secondary Schools and Colleges should be reviewed; and,

- An effort should be made to incorporate the strengths of such processes in order to create a more viable method of evaluation.

The Council reviewed the functions of other organizations within the state that provide vocational education programs, data, and services. Several concerns came out of these evaluations and the following recommendations were made:

- Action should be taken to insure that SOICC functions as an organization and that regular meetings of its members are convened in keeping with the intent of the law; and,

- The State Employment and Training Council, with its newly appointed staff, should complete its reports on time in compliance with the law.

The Council concluded that it cannot effectively make judgements

or recommendations in the area of program evaluation due to limited results of evaluations being received from the Vocational Technical Division. Recommendations about local programs and problems have, therefore, been left to program consultants, who are familiar with the evaluation process and data.

NEW JERSEY

The Tenth Annual Report of the New Jersey Advisory Council is subdivided into five categories with recommendations in each category. These recommendations are based on the Council's review of the Department of Education's activities, programs, and services.

The first category makes recommendations to the Division of Vocational Education and Career Preparation's Evaluation System. The recommendations are based on an evaluation of the Vocational Program Improvement Project, a qualitative self-evaluation program designed to identify needed improvements, verify and validate data, and make recommendations. The recommendations encourage greater involvement in the evaluation process by local education agencies; a greater emphasis on data on levels of student proficiency; and, the ongoing summarization and distribution of data in the development of annual evaluation reports.

The second category, an Analysis of Fiscal Program Goals and Funding Levels, generated two recommendations about reporting requirements and data acquisition. The first recommendation suggests that reporting requirements for State Agencies and State Advisory Councils should be reviewed to eliminate conflicts and insure timely availability of necessary data. Secondly, the Division of Vocational Education, in cooperation with the Council, should develop a method through which current data, especially as it involves expenditure of funds for vocational programs statewide, can be obtained.

Category three, which involves the continuing problem of coordination,suggests that the Governor develop an efficient system of manpower training services that is responsive to the needs of people, industry and commerce of the state.

Category four reviews recommendations made by the Council in 1977 and 1978. The Council still regards the identification of a state level body with policy-making authority over coordination and delivery of manpower training services as necessary. The Council again encourages the Governor to establish a system through which a statewide plan for coordinating the delivery of Human Services can be developed. The Council remains concerned about the preservation of coordinating capabilities of the County Career Coordinating Councils, which lie in the domain of the State Board of Education, Division of Vocational Education.

In category five, a discussion of the New Jersey State Occupational Information Coordinating Committee, the Council gives support to the National Occupational Information Coordinating Committee's objective of collaborative data collection. Council agrees that all benefitting agencies should, as a matter of course, give resource support and cooperation to the New Jersey State Occupational Information Coordinating Committee.

NEW MEXICO

The Tenth Annual Report of the New Mexico Advisory Council on Vocational Education opens with an endorsement of the State Department's Five-Year and Annual Plans. The Report suggests that the Council be given a greater role in the development and evaluation of the accountability reports.

The Council participated in the evaluation of vocational education programs and the evaluation of the state's evaluation process. Evaluations indicated that while training is taking place for the disadvantaged, the number involved has not been determined. Figures on the number of students, in general, taking secondary vocational training programs showed an increase of 13 percent. The skills being taught in the programs, according to a recent Council study, indicates that the needs of business and industry are being met.

The Council reviewed the State Employment and Training Council's Annual Report and concluded that successful efforts in CETA/vocational education coordination have taken place. The Council notes that the suggestion it made about providing a CETA employment officer for each area vocational school was implemented. The Council recommends that the State Employment and Training Council make an effort to measure the effectiveness of CETA Programs in mainstreaming clients into unsubsidized jobs.

After reviewing the evaluation process, the Five-Year and Annual State Plans and talking with business and industry, the Council makes the following recommendations to the State Board of Education. They are:

- the evaluation process of vocational education in New Mexico should be more precisely designed to measure the extent to which goals of the State Plan are being met;
- the evaluation process should be designed to ascertain outcomes of vocational training;
- the Board should work with the Department of Corrections to identify and secure financial resources to expand vocational training at the State's correctional institution;
- the State Plan should include goals and objectives to begin development and implementation of programs to address new and emerging industries;
- the Board should develop summary information reports on enrollments and expenditures that are understood by all agencies involved in vocational education training; and,

- the State Division join with the School-to-Work Linkage project staff to expand the career awareness program in all schools.

The Council conducted two studies to learn what business people perceive as the major strengths and weaknesses of students who receive vocational training and to determine what both business and educators felt were the key issues for vocational education. The first study revealed that business perceives students as having negative attitudes about work and as being weak in communication and computation skills. The second study, the Annual Report notes, indicated that vocational programs are realistic in terms of providing training in the job skills required in business and industry.

The Council continues to work closely with local advisory councils. In FY 1979, it made presentations to about one-third of the local councils in New Mexico. The Council also developed a slide presentation about the role of advisory councils and how they should work to provide technical assistance to local advisory councils.

NEW YORK

The Tenth Annual Report of the New York State Advisory Council makes recommendations to the State Board of Regents in five areas: State Plan, evaluation; State law, accountability and CETA reports.

Council recommendations for the Fiscal Year State Plan and revision of the Five Year Plan are as follows: an early mini-plan distribution to improve the planning process; an early proposal deadline to make grant awards to local education agencies; an equal access statement which addresses all avenues of equal access for prospective students in vocational education; accurate figures; the cost-to-educate factor in the distribution formula for federal vocational education funds; and municipal overburden as a factor in the education budget-making process.

The New York Council makes recommendations on program evaluation based on a survey it conducted on teacher education and certification. They are: Give special attention to certification of agriculture teachers and evaluate Master's Degree requirements for permanent certification; emphasize vocational education on all levels to improve its image; encourage guidance personnel to place greater stress on recruitment of students for vocational teacher education programs; develop consistent requirements for cerification of vocational education teachers; provide financial support to teacher education institutions for non-resident programs which use qualified college faculty; include methods and techniques for eliminating sex bias, stereotyping and discrimination in vocational teacher preparatory programs to include rights of students for access to vocational education; establish vocational student organization, awareness, exploration and orientation to careers, and special needs of the disadvantaged and handicapped and revise vocational teacher certification requirements.

The New York Council makes one recommendation concerning the State law. A provision ensuring fair representation by sex and ethnicity on local advisory councils should be included in the law.

The Council also makes recommendations to the State Employment and Training Council. Included in the SETC's next report, the Advisory Council thinks, should be: the major reasons for non-positive termination with CETA; a charting of attrition rates and reasons for losses by major categories; a listing of the average amount of time spent in various vocational and educational programs; and follow-up information pertaining to former CETA clients.

The Council makes two suggestions about the Accountability Report. The introduction should be shortened while more placement and financial data should be added. Also, the improvements being made in the accuracy and consistency of the financial data should be continued.

To the Departments of Education and Labor, the Council makes the following recommendations about the joint CETA/Vocational Education

effort. For one, there should be more advisory groups involved, including prime sponsor councils, private industry councils, local education agency advisory councils and Business/Industry/Labor/Education councils. Also, in order for the Council to give advice on non-financial agreements, the time frame for applications should be made more reasonable.

One of the Council's committees, the Affirmative Action Committee is responsible for evaluating, monitoring, and advising about affirmative action efforts in: vocational education, the Council itself, the staff of the State Education Department, vocational student organizations and VEA-funded programs and institutions. The committee recommends the adoption of an overall State Education Department employment goal 10.9 percent minorities and 29.5 percent women equal employment opportunity by 1982; the adoption of guidelines, policies, and procedures for ethnic racial minorities, women and the handicapped; the continuation of appointments of women and minorities to high-level positions; and the employment of minority staff in the Occupational Education Special Programs Unit. The Council commends the State Department of Education for taking action of some kind on all recommendations of the Affirmative Action Committee.

NORTH CAROLINA

In its Tenth Annual Report, the North Carolina Advisory Council on Vocational Education makes a commitment to the concept of vocational-techncial education being an essential component of balanced growth and economic development. The Council offers recommendations to the State Board of Vocational Education in order that current and future education and training needs of the state can be met.

The Council's first recommendation is to develop and implement a comprehensive evaluation system. The Council thinks that policies, rules, regulations, and procedures review, and follow-up of former students should be conducted in intervals of one, three, and five year cycles. A paper produced by the Council found that the Division of Research had developed a procedure for evaluation, but that it had not been fully tested or implemented and that the Department of Community Colleges had not developed or tested a system for vocational-technical evaluation. This study supports the Council's call for a comprehensive evaluation system.

The second recommendation focuses on developing approaches to emphasize technical education. It appears from available data that there are more college graduates than there are jobs which require a college degree. Therefore, it is imperative that more students investigate career opportunities in other areas. Many of the occupations in demand can be learned at technical institutes. The Community College System was set into motion to revise and recodify the community colleges, technical institutes and industrial education centers of the state. Because the full potential of technical education is not being realized, it must be emphasized.

The third recommendation calls for the development of approaches to reduce public school dropouts. Data reveals that less than fifty percent of North Carolina's population have high school diplomas and needs immediate attention by the State Board of Education. The Council encourages a study of the factors relating to and consequences of dropping out. For example, the educational level of parents seems to have some effect on the level attained by their children. And the inordinate number of prison inmates who were dropouts suggests that leaving school might increase one's chances of encountering the criminal justice system and its prisons. The Council thinks the public school dropout rate must be reduced through programs motivating young people to remain in school.

The fourth and last recommendation of the Council calls for the development of a clear, consistent policy on adult education. The two governing bodies of adult programs are, presently, the State Board's Department of Community Colleges and the Community Schools Act. The need for a consistent policy on adult education will become even more significant when new laws are enacted making the Department of Community Colleges no longer subject to the State Board of Education. The Council suggests that the State Board of Education will

need to consider and explore issues with the Community College Planning Commission. Then, and only then, will the problems revolving around adult education be solved.

Three recommendations were brought out in the Council's public meetings. They were: students should be given more opportunities for vocational training and experience; guidance and placement services should be expanded; and, coordination/articulation between programs in the high schools and the community colleges/technical institutes should be improved.

After a complaint filed by the NAACP Legal Defense Fund found that the North Carolina postsecondary formula for distribution of Federal funds was out of compliance, the Council repeated its concern about the way the vocational-technical system is funded. A review of the evidence that is available indicates that funds have been distributed according to the State Plan and the Accountability Report. The Council continues to believe the distribution of Federal funds for vocational-technical education should be changed.

NORTH DAKOTA

The Tenth Annual Report of the North Dakota Advisory Council addresses concerns about vocational education programs. The Council report mentions the lack of supportive services provided for students, the diminished participation level in student organizations, the lack of services for students with special needs, the need to involve lay, professional, and business people in advisory committees, the significant weaknesses in the philosophy and objectives outlined for agriculture and health occupation programs, the lack of adequate facilities, guidance services and occupational experiences, and the lack of administrative support for programs.

The Council is also concerned about the noticeable deficiency of expenditures in grants designated for special programs for the disadvantaged, category 140 of the Accountability Report. Part of the reason for the deficiency is due to the failure of the local education agencies to provide the required matching funds.

In its review of the State Department's Accountability Report computative data, the Council found other problems. Two notable ones were the lack of adequate services in secondary and postsecondary institutions to advise vocational students on labor market needs and job availability and the inflexibility of federal requirements with regard to the use of federal resources and state and local matching funds.

The Council Report also includes an analysis of federal, state, and local expenditures. Funding of occupational home economics has declined. The allocations of funds for most regular vocational education programs has not kept pace with the rising rate of inflation. Funds for vocational guidance are inadequate. The Council's analysis also questions why funds expended for disadvantaged and special needs have increased at the same time that federal funds for the same support services have grown.

Challenging all federal, state and local agencies and organizations to implement programs of action to improve vocational education, the Council offers the following recommendations:

- The State Board of Vocational Education should explore the feasibility of implementing a state supervisor, local director "shadowing" experience;
- The State Baord of Vocational Education should put more emphasis on the elimination of sex bias and stereotyping by providing additional in-service training opportunities for teachers;
- Resources to improve vocational guidance and placement services for those persons enrolled in vocational education programs should be increased;

- A cooperative effort should be made to participate in the development of future legislative efforts of vocational education in the state;

- Educational agencies should provide opportunities to students with special needs to enroll in secondary or postsecondary vocational education programs;

- The State Board of Vocational Education should initiate the development of a regional directory that identifies agencies and their key personnel responsible for the planning of employment, training and vocational education programs;

- The State Board of Vocational Education should continue to use its flexibility to determine the most effective way to allocate state funds; and

- The State Board of Vocational Education should plan a method of action which would assist in the implementation, achievement and carrying out of the Governor's goals and objectives for employment training agencies.

NORTHERN MARIANA ISLANDS

The Northern Mariana State Advisory Council on Vocational Education is concerned about the large number of alien workers. The Council believes that a strong emphasis should be given to vocational education in order to prepare the people of the Islands to replace foreign workers.

As a result of public meetings and meetings with vocational teachers and students, the Council's Annual Evaluation Report includes seven recommendations. These recommendations will enhance the quality of vocational programs in the Northern Mariana Islands. They are:

- Programs at the Junior High and High School should be articulated so that unnecessary duplication is avoided and a maximum continuity of programs between schools is created;
- A Northern Mariana-wide vocational education curriculum for secondary schools should be developed and implemented;
- The type and number of handicapped students at the secondary level should be identified for the purposes of planning facilities and curriculum;
- A curriculum that can accomodate terminal students should be made available so they can remain in high school and become proficient in their specialty area or trade;
- A vocational counseling program at the junior and senior high levels should be implemented;
- Funds by the Board of Education under Article VII, Section 702(a) or a direct appropriation from the Northern Marianas legislature for vocational education programs and for renovation of vocational education facilities should be requested;
- Vocational Teacher Training should be given high priority by the Department of Education and should include a long-range in-service plan for vocational subject area upgrading in methodology;
- The State Director for Vocational Education should be encouraged to promote more communication between the Department of Education and the schools.

The other concerns of the Mariana Islands Council include: enrollment of both sexes in courses which have been traditionally stereotyped; a budget breakdown from the State for each program area; hiring of teacher aides to lower student/teacher ratio and vocational teachers to teach vocational education courses; establishment of a

a standardized system of reporting enrollments and completion, as well as a follow-up program; development and implementation of distributive education programs in the area of hospitality and recreation at senior high schools.

The Council also reports on the activities of the Northern Mariana Islands Occupational Information Coordinating Committee which included the collection of data in the areas of vocational education, employment, and training. The Islands occupational information coordinating committee also collected data on school enrollments, total number of vocational students, number and skill occupation of alien workers, number of clients in the Vocational Rehabilitation Program, number and types of trainees in the CETA program, number of vocational education teachers, data on job vacancies on a recurring basis, number and field of study of postsecondary students and total labor force in the Marianas. The Council thinks the State Occupational Information Coordinating Committee is developing the groundwork for an occupational information system in the Northern Marianas.

The Northern Mariana Island Council endorses the State Employment and Training Councils report and reiterates some of its concerns. They include: the preparation of the GED by Adult Basic Education; the feasibility of establishing a trade or technical school; vocational credit leading towards a high school diploma for non-high school CETA participants; better coordination among agencies who are concerned with employment and training programs; and, as preparation for future employment, requiring graduation in specific skills training.

OHIO

The Tenth Annual Report of the Ohio Advisory Council for Vocational Education emphasizes the specific needs requiring the attention of the State Board in order to improve vocational education. The recommendations presented to the Board are directed toward:

- Designing an inventory system for vocational education equipment;
- Recruiting high quality vocational education instructors;
- Strenthening efforts to eliminate discriminatory practices in recruitment, enrollment, assessment, training and placement of vocational education students;
- Increasing emphasis upon adult education programs response to expanding State employment opportunities;
- Identifying and adopting of policies and practices which build strong, positive relationships between feeder schools and schools offering vocational programs;
- Identifying and improving support services for administrators and teachers to assist handicapped students; and,
- Providing a budget for equipment replacement.

The primary mechanism developed by the Division of Vocational Education for program evaluation is the PRIDE system. PRIDE, Program Review for Improvement, Development, and Expansion of vocational education and guidance, is reviewed by the Ohio Council every year. The system is about to complete its second five-year cycle. The Council has appraised the PRIDE system as follows:

- Implemented and accepted as a state-wide evaluation;
- Generated a comprehensive analysis of local programs;
- Increased the awareness of a need for vocational education among local advisory councils;
- Improved vocational guidance in the State; and,
- Improved state-level planning by providing more useful information.

The Ohio Council commends the many teachers, administrators, counselors, members of local advisory councils, and parents for achieving a high level of job placements for vocational graduates.

The unemployment rate in Ohio for youth twenty-one years old and under was 34.3 percent; for vocational graduates it was only 6.6 percent.

The Ohio Council supports the recommendations made by the State Employment and Training Council toward improving coordination of activities in the delivery of programs. Emphasis was made on the use of the A-95 Clearinghouse process as a mechanism for program coordination. Additionally, it is recommended that the Inter-Agency Coordinating Committee serve as the general communication link between the general public and the State Employment and Training Council. The Council also recommended that programs for industrial development and expansion be again considered a priority.

The Council's major thrust during 1978-79 was to provide assistance to local advisory councils. The Council published and disseminated 10,000 copies of "Linking Students and Jobs. . . Citizen Advisory Councils" to all superintendents, and directors of vocational education in Ohio.

Since career education also provides training, retraining and upgrading instruction, the Ohio Council also makes recommendations for Career Education in the State. Some of the recommendations are:

- Development of comprehensive career education plans;
- Evaluation of existing Career Development Programs in grades K-10;
- Cooperative planning for career education among State agencies and organizations representing business, industry, labor and professions;
- Provision of career education concepts into all disciplines at teacher education institutions; and
- Provisions be made to enable counselors to be trained to assume leadership roles in local career education efforts.

The following past concerns of the Council are repeated in the Tenth Annual Report:

- The need to reevaluate the policies and guidelines established to provide effective learning experiences and to eliminate any negative impact upon vocational education;
- The need for the collecting of data that will accurately report placements, lengths of employment, and job advancement of vocational students;

- The need to provide in-service educational programs for local administrators; and,

- The need to encourage schools to further explore, develop and support cooperative education programs with employers.

The Ohio Council, through a research project conducted by the National Center for Research in Vocational Education completed and submitted for review a special report entitled, "Services for Handicapped Students Enrolled in Vocational Education Programs in Ohio." Based on the report, the Council makes several recommendations:

- More flexible open entry/exit vocational education opportunities should be provided;

- Each Planning District should employ a specialist capable of providing services for the handicapped;

- Each Planning District should develop a human resource center to provide for the emotional, physical and mental needs of youth and adults;

- Each Joint Vocational school should develop assessment centers for the handicapped students; and,

- Inservice programs should be developed for the teaching, administering and counseling of handicapped students.

OKLAHOMA

The Annual Report of the Oklahoma State Advisory Council opens with the following recommendations: the State Regents for Higher Education grant a request for a new agricultural education department to the university system to ease the demand for vocational agriculture instructors; the State Department of Education increase the attention given vocational youth organizations, especially at the district and local levels; a more effective, viable statewide public information program on vocational-technical education be established (a reiteration of a previous recommendation); the legislature increase the state aid formula for vocational programs, with no program being certified without provisions for sufficient equipment and supplies; and, the State Department of Vocational and Technical Education streamline its teacher reporting system.

Program evaluations by the Council led to a concern about funding. Because of the lack of adequate funds, equipment was needed in 98 instances; facilities needed improvement or repair in 104 instances; 52 shops or classrooms were poorly organized; 22 rest rooms needed repair or improvements; 29 classrooms were without storage space; and 27 programs needed better instructional materials. Other program weaknesses led to recommendations involving supplemental instructional material, revision of curriculum, visitation time for instructors, and the need for adult programs in home economics.

At the Council's public meetings the most common statement was about the need for skilled workers. Since the region is not supplying enough, employers hire from outside the area. But because of the unique landscape features of the high country and its climate, keeping workers accustomed to another environment was difficult. Other comments concerned the scarcity of skilled people in the Panhandle area and the need for an area vocational-technical school in the region.

The Council sponsored a research project dealing with how counselors view their role and their perception about vocational education. Seventy percent of the counselors surveyed thought they were qualified to advise students on career choices. About vocational education specifically, sixty percent of the counselors thought that it was one of the best methods of continuing education. Thirty-eight percent, however, thought it was not wise and sixteen percent thought it was a waste of time.

Counselors considered parents as having a strong influence on their childrens' choices and thought they tended to discourage vocational education. Counselors thought that although students have a high opinion of vocational education, they tend to prefer other courses. In their own effectiveness, the counselors surveyed thought they also influenced choices.

The Council makes the following recommendations to the State Board of Vocational-Technical Education:

- Steps should be taken to place more emphasis at the secondary level of vocational-technical education;
- A familiarization course on the philosophy of vocational education should be required for certification of administrators;
- The law regarding submission of textbooks for adoption should be amended for vocational-technical curriculum materials so that the time period between selections (five years) is reduced.
- A public information program should be established;
- A recommendation to the legislature should be made to repeal or amend a 1978 law that requires all state agencies to supply 25 copies of all publications to the State Clearing House of the Department Libraries; and,
- The eleven sub-state planning regions for grouping manpower data should be retained.

In addition, the Council recommends that the United States Congress amend the Comprehensive Employment and Training Act so that the five percent vocational education set-aside funds are sent directly to the state's vocational education department instead of to each prime sponsor separately.

OREGON

The Tenth Annual Report of the Oregon Advisory Council for Career and Vocational Education opens with recommendations. The Council makes policy recommendations to the State Board of Education and operational recommendations to the State Department of Education.

The policy recommendations are:

- Increased emphasis should be given to cooperative work experience;
- The changing roles of the Department of Education's specialist and regional coordinators should be re-examined and effective coordination of their respective efforts should be developed;
- Increased funding to improve and sustain the programs, services and activities of the Department of Education's career and vocational education staff should be obtained; and,
- Relief from restrictions like matching funds, identification procedures and lack of funds for supportive services at the federal level for disadvantaged and handicapped students should be sought.

The operational recommendations are:

- Advisory services of the State Advisory Council should be used as early as possible in planning for vocational education;
- The Annual Plan should be communicated and the publication of a simplified document interpreting the Plan should be considered;
- Training and placement of qualified male and female vocational instructors in non-traditional teaching areas should be encouraged;
- Examination of limitations on enrollments (e.g., limited equipment, physical barriers, limited training slots, prerequisites and scheduling conflicts) should continue cooperatively with local school districts and community colleges;
- Using Personnel Development Center personnel on-site to provide teacher education to apprenticeship instructors should be emphasized by the Department and Oregon State University;
- Identification of limited English speaking students should take place cooperatively among high schools, community colleges, and the vocational education and compensatory education sections;

- The reason why statewide-developed curriculum materials are not being used should be determined; and,

- Inservice training of high school and community college counselors in career and vocational guidance should be accelerated.

The Oregon Council conducted a study to evaluate the practitioner's perception of the goals and activities included in the Annual Plan. Six methods of data collection were used in the evaluation: questionnaires, on-site observations, taped discussion guides, interviews, document reviews and public meetings. The method used for data collection related to the audience, which consisted of local advisory committee members, board members, school administrators, employers, parents, vocational education students, teachers, and support personnel and related agency personnel (e.g., CETA, Vocational Rehabilitation, Employment Service, Corrections).

The Council's study included:

- High school and college students said that there are too many applicants for popular courses; too many tests, interviews and waiting periods; limited vocational offerings at smaller schools; and scheduling problems;

- Students identified inadequate funds for equipment and conflicts between required courses and a desire to gain work experience as problems affecting the quality of vocational instruction;

- Students, as well as instructors, agreed that placement was not the sole criterion of effectiveness of vocational programs and tended to stress employability, variety of experience, increased motivation, and surveys of employment opportunities.

Interview responses citing negative aspects of the program review and funding process included: complicated matching requirements, excessive paperwork, tight deadlines and unnecessary delays in granting funds, excessive attention given to administration and not enough given to student outcomes and in adequate information at the instructor level.

The Council's study also reviewed apprenticeship, cooperative education, non-traditional occupation, disadvantaged, handicapped, and limited English speaking and exemplary and research programs. The review found the following:

- Closer relationships between business, industry and community colleges to strengthen apprenticeship programs are needed;

- Sex-biased textbook materials still exist;

- Inservice workships for counselors and teachers should be required;

- The advantages of entering non-traditional occupations should be publicized;

- The funds available for disadvantaged and handicapped programs are too small to make a significant impact; and,

- More cooperation between CETA and vocational education is needed in working with limited English-speaking students.

The Council's study discusses some of the problems existing in career and vocational guidance; contact between counselors and students is insufficient; data about career guidance is inadequate; and strategies helping students clarify their own values are needed.

One of the Council's major areas of interest is the utility of the Annual Plan. Respondents to the Council's survey indicated that the goals of the State Plan are general, difficult to understand, and irrelevant to curricula. In its emphasis of the disadvantaged, the handicapped, and sex equity, the Plan is too restrictive. Respondents also thought the Plan stresses compliance activities without providing leadership.

The Oregon Council concludes its Report with a review of the Oregon Occupational Information Coordinating Committee's activities. The OOICC conducted training seminars and workshops on supply/demand data sources and uses and data delivery systems. Currently, the OOICC is conducting research activities on needs assessment and the strengthening of occupational supply data.

PENNSYLVANIA

The Tenth Annual Report of the Pennsylvania Advisory Council on Vocational Education indicates that enrollments in gainful vocational education continued to increase in Pennsylvania in the 1977-78 academic year. Enrollments in gainful secondary vocational education programs increased by almost five thousand; gainful vocational education programs increased overall by almost ten thousand students. The Council notes that the enrollment analysis is delineated by race and ethnic groups, as well as by program areas.

The Pennsylvania SACVE believes that the Pennsylvania State Board of Education's evaluation process, as it is currently conducted, is not a true evaluation process because it does not indicate positive and negative factors for program review and direction. The Counicl found that the present State Plan for Vocational Education does not reveal accomplishments anticipated for the next five years or how these accomplishments will be brought about. The Council recommends that the State Plan undergo an editorial renovation so that specific methods, timetables, and attainable goals and objectives are deployed. Nothing less than clear, exact, and well-disciplined thought about the future will raise the level of public confidence.

In its Annual Report, the Council acknowledges a complaint filed by the NAACP Legal Defense Fund that alleged that the method used for distribution of State funds resulted in the most needy sectors of the state receiving a disproportionately low share of the available funds. Through modification of its formula, the State Board of Education has begun to resolve the problem both to its own satisfaction and to that of the federal government.

The Annual Report restates the Council's advocacy of the development of a State policy to maintain a consistent, integrated, and coordinated approach to assessing vocational education, employment and training needs, and labor supply and its anticipated needs.

In addition, the Pennsylvania Council makes other recommendations to the State Board of Education:

- CETA/Vocational Education Relationship - make use of 1% and 6% vocational education monies;
- Meeting Unmet Needs- especially urban and rural populations
- Financing Vocational Education - examine current methods of subsidizing;
- Special Education/Vocational Education Collaboration - adapting facilities, services, etc.;
- Program Evaluation - self study, self-evaluation process should be examined and assessed;

- Local Advisory Councils - involvement or establishment thereof;

- Planning Funds - to be used possibly with external assistance;

- Energy Conservation - encourage and initiate development of employment skills in energy conservation;

- Equal Educational Opportunity - access for all sexes, races, ethnic origin or handicapping conditions.

The Pennsylvania Advisory Council on Vocational Education further recommends that the State Manpower Services Council put forth more effort to analyze the factors that contribute to successful/unsuccessful termination and to make available such findings to prime sponsors for use in the planning and development of CETA programs.

PUERTO RICO

The Tenth Annual Report of the Puerto Rico Advisory Council on Vocational Education begins with a data analysis and an evaluation of the evaluation process of the Board for Vocational, Technical and High Skills Education. Included for analysis are: the Vocational Education Act, the State Board of Vocational Education policies, the Advisory Council directives, the Five-Year Plan, the Annual Plan, the Accountability Report, the budget document, the Program Directors plan proposals, the public hearing reports, the enrollment reports, the follow-up study reports and the Bureau of Employment Security report. Among the findings of the evaluation were: no final needs assessment was made, although one is provided for in the State Plan; the Five-Year Plan is in need of a rationale; an adequate needs assessment has been drafted and will be implemented during 1980; the Research Coordinating Unit is not properly integrated into the Department's Center for Planning, Research and Development offices; neither evaluation reports of programs operating at the local level nor reports of their design were on hand even though funds had been budgeted for their evaluation. On the positive side, the Assistant Secretary for Vocational, Technical and Higher Skills Education Programs notes that fifty-five local advisory councils have been organized; coordination between school and industry was improved; training activities were developed for watch manufacturing and aircraft assembly in collaboration with vocational education and CETA; and, reports submitted by the Office of Health and Distributive Occupation Subprograms merit commendation for their quality and completeness.

The Council makes recommendations to the Board of Vocational, Technical and Higher Skills Education Programs. They include:

- the mechnization of VEDS should be accelerated and its staff strengthened;
- the functional integration of VEDS, the PROICC, and the INFO SYSTEMS should be enhanced;
- the planning process should be coordinated with local advisory council members as well as with teaching, executive, supervisory, and technical personnel and articulated to set policy for the training needs and resources available;
- the RCU should be strengthened;
- the Vocational, Technical and Higher Skills Education Programs should be improved based on findings of placement and follow-up studies;
- the adult population should be mainstreamed into all sectors of manpower training to improve and upgrade their skills for changing occupations;

- an adequate follow-up and placement study should be designed;
- improvements suggested by participants at public meetings should be evaluated for inclusion in programs whenever possible;
- all available funds should be included in the official budget documents;
- performance standards should be established for each occupation;
- a funds allocation rationale in terms of program priorities should be formulated;
- "other sector output" (private schools, other government agencies and private industry) should be included in all future needs assessments and program planning; and
- evaluation procedures should be conducted jointly with program activities.

The Council also thinks that the State Plan could be improved by including in it: the number of regular, disadvantaged and handicapped adults to be enrolled by course and institution; the projected number of students by courses to get on-the-job training; and, the justifications for establishing new courses and training centers. Additionally, according to the Annual Report, the Plan should include reasons for offering particular courses; results of public hearings; planned uses of funds in terms of courses and other training opportunities; actions to be taken to overcome sex discrimination; and, a detailing of improvements of programs being developed in coordination with CETA.

The Council held public meetings during fiscal year 1979-80. Group recommendations centered around: the updating of curriculum; providing modern equipment to schools; providing continued education and training to teachers; and, the strengthening of coordination between schools and industry. The Annual Report notes that a study of the recommendations was undertaken by the Council.

RHODE ISLAND

The Tenth Annual Report by the Rhode Island State Advisory Council on Vocational Education begins with fifteen recommendations to the Bureau of Vocational-Technical Education including the:

- Development of school time vocational education programs for identified potential school dropouts between the ages of fourteen and sixteen and enrolled in the eighth and ninth grades;
- Provision of additional funds to state owned area technical facilities for repair, replacement, and updating of equipment;
- Revision of Rhode Island Administrative Plan for Vocational-Technical Education;
- Development of closer ties with the Department of Employment Security, Department of Economic Development, Governor's Special Grant Office, and the CETA Prime Sponsor to finance and customize industrial training programs;
- Development of a process to enable greater input into the State Plan planning process by all citizens;
- Expansion of efforts and encouragement of programs designed to eliminate the identity of a particular sex with any occupation or profession;
- Reimbursement to local education agencies for the extra cost to them to encourage the operation of vocational programs and to provide tuition for all students desiring to attend area vocational facilities;
- Re-examination of programs for minority enrollment;
- Development of strategies to use community-based organizations experienced in providing job training programs for the economically disadvantaged individuals and to use CBO's in designing and delivering customized training programs;
- Expansion of efforts to make vocational programs more easily accessible to handicapped persons at all levels; and,
- Establishment of community-based coorectional vocational education programs for special needs segment incarcerated at the Adult Correctional Institutions.

The Rhode Island State Advisory Council on Vocational Education concludes its report by commenting on other State agencies with which it cooperates. For example, with the Bureau of Vocational-Technical Education, the Council developed an evaluation instrument to be used

at all schools and industrial settings. The instrument encourages self-evaluation prior to on-site visitation by a team composed of business people and vocational education teachers and administrators.

Increased cooperation between the SACVE and the State Employment and Training Council was also created when the Governor appointed three members of the SACVE to serve on the SETC and named the Executive Director of the SACVE to serve as the Chairperson of the SETC. The two Councils are sponsoring a joint survey to better determine the employment training and vocational education needs of Rhode Island.

SOUTH CAROLINA

The South Carolina Advisory Council on Vocational Education's Annual Report, a series of self-contained articles, concludes with recommendations based on data obtained from these articles. The Report begins with a discussion of enrollment that states that secondary vocational enrollments in South Carolina are declining even while the total public secondary school enrollments are increasing slightly. The Council notes, however, that Technical and Comprehensive Education enrollments increased in fiscal year 1979, with the business and the industrial/occupational programs showing the largest gains.

After evaluating expenditures for vocational education in South Carolina, the Council found that local school district expenditures do not match state expenditures, resulting in a shortage of programs for the disadvantaged and handicapped. The cost of mainstreaming disadvantaged and handicapped students is assigned to regular program categories instead of to special programs. The Council thinks that procedural changes made at the state level may allow funds for the disadvantaged and handicapped to be better utilized.

The South Carolina Council reviewed the Education Finance Act of 1977, concluding that there will be two primary consequences if funding procedures are not changed. One consequence is that equipment and instructional programs will weaken and become second rate. The second is that as students begin to enroll in courses like typing and home economics, whose equipment is usually up-to-date, an overall decline in other programs will result. The Council believes the funding formula currently used for vocational students is inadequate and should be replaced by a more equitable figure.

The South Carolina Council conducted site evaluations of four vocational centers and one technical college. The Council concluded that there are trends in vocational education throughout the state. They are:

- Administrators are dedicated individuals;
- Funding difficulties are aggravated by the Educational Finance Act of 1977;
- Teachers are not taking advantage of in-service training sessions;
- Improvement in articulation between vocational centers and technical colleges is needed;
- Facilities are outstanding but some additional classroom and shop space would be desirable;
- Obsolete equipment should be replaced;
- Guidance counselors are not knowledgeable about opportunities available to prospective students at vocational centers;
- Vocational center directors and instructors voiced displeasure with the present State Board of Education's requirement concerning textbook purchases;

- More individualized instruction is needed;
- Deep-rooted parental attitudes reflecting the idea that vocational-technical education is for students who are not "college material" is a problem confronting education delivery systems;
- Local advisory councils are not being used to their full potential;
- Students enrolled in vocational education do not appear to cause discipline problems; and,
- Remedial education (basic skills) must be coordinated with vocational and technical curriculums.

From the South Carolina Council's activities and observations for Fiscal Year 1979, recommendations were made to both the State Board of Education and the State Board for Technical and Comprehensive Education. These recommendations include: an orderly and systematic plan to repair and replace obsolete equipment with adequate, more effective equipment; the adoption of a policy that would provide textbook funds to purchase books at the local level where there are no approved books on the state textbook list; an increase of the weighting factor concerning the distribution of funds for vocational education pupils; the total utilization of set asides for disadvantaged and handicapped students; the appointment of a committee to examine educational qualifications of guidance counselors; the implementation of a qualitative evaluation of local technical education programs; and the improvement of data collection and dissemination.

SOUTH DAKOTA

The South Dakota Advisory Council's Annual Report summarizes the research projects it conducted in FY 1979. The first research project was entitled, "Teacher Perspective on Vocational Education in South Dakota." This survey gave all vocational teachers in the State an opportunity to express their views on many aspects of the vocational education delivery system within the State. With 61.9% of the teachers responding, eleven recommendations were submitted to the State Board of Vocational Education that included: development of a philosophy of vocational education; updating of teacher expertise and facilities, equipment, tools and curriculum materials; expanded offerings to meet the needs of every student in the State; increased public awareness efforts; establishment of local advisory committees; increased counseling services; and re-evaluation of the role of vocational education student clubs.

The Advisory Council also conducted a state-wide employer survey entitled, "South Dakota Employers View Vocational Education." This study revealed that there is a need for an extensive publicity campaign to familiarize business and industry in the state with vocational education institutions. Employers also indicated that constructive work habits and attitudes must be instilled in vocational students.

The Council's third research project, contracted with Colorado State University, was entitled "The Perception Study of the Role and Function of the Local Advisory Councils in South Dakota." The research recommended that the State Advisory Council provide leadership to the educational institutions of the State who are preparing persons to enter the field of vocational education as administrators and instructors in order to impart the skills and knowledge needed to incorporate effective local advisory council operations.

The South Dakota Council's Annual Report also makes recommendations to the State Board of Vocational Education. Through public meetings, comments, and evaluations, the Council concludes that the Board should:

- Greatly expand its Public Information Program on Vocational Education to increase the level of awareness and understanding about vocational education among parents, students, educators, business and industry, legislators, and the general public;
- Develop and adopt a definitive and comprehensive board policy covering the establishment and utilization of local advisory committees;
- Instruct the Division staff to work more closely with vocational education teachers in the validation and certification of local advisory committee members as submitted on the local program application.

Other concerns of the South Dakota Council were identified as: the funding formula; maintaining present programs at previous levels; a policy on funding secondary, multi-district and postsecondary vocational education; and, the development of a philosophy statement on the goals of secondary, postsecondary and adult levels of vocational education. The Council's recommendations in these areas will be made at a later date.

Additionally, the South Dakota Council on Vocational Education noted that few changes occurred in vocational education enrollment patterns, reflecting little progress in the elimination of sex stereotyping and bias. Although the State Equality Supervisor has worked with vocational educators and adminstrators across the State, the Council has concluded that it will be difficult to measure the effectiveness of efforts to eliminate sex stereotyping and bias in vocational education until educators, students, and society as a whole accept the changing work roles and occupational opportunities for men and women.

TENNESSEE

In FY 1979, the Tennessee Advisory Council evaluated the goals and objectives of the State Plan for Administration of Vocational Education. The evaluation process was conducted in conjunction with the Office of Statistical Services, Division of Vocational Education, and is presented by projected and actual enrollments for secondary, postsecondary and adult programs. The report delineates the percentage increases of vocational education enrollments from the year 1960 at 38.4 percent to 1979 at 65.08 percent of the total secondary school enrollments.

The Council conducted a team visit of secondary programs. Six points were used to evaluate the secondary programs administration, regular programs and special programs.

Programs should:

- Maintain an atmosphere condusive to the improvement of instruction;
- Promote improvements in operation of vocational-technical programs;
- Offer a broad choice of vocational-technical programs and opportunities;
- Focus attention on the students and their needs, and the outcome resulting from the program;
- Aid school system in evaluating itself; and,
- Provide direction for articulation.

The Council, along with the State of Tennessee, Division of Vocational Rehabilitation, is working closely to ensure that all handicapped children actually receive the special education services necessary to their proper development. The Council, together with the Division of Vocational Rehabilitation, is reviewing statutes, regulations, priorities, and resources, and have agreed to do so on an annual basis.

In its report, the Tennessee Council encourages the Tennessee Employment and Training Council and prime sponsors to consider full utilization of vocational education resources assigned to CETA, specifically those resources that are available for the training of youth and the reduction of youth unemployment

The Annual Report outlines several concerns of the Council, notably: the need for special training for vocational educators, especially those who work directly with disadvantaged and handicapped students; articulation and cooperation among teacher education institutions in teacher preparation; and, the duplication of courses and/or

credit, especially in health (Health Occupations) and economics (Distributive Education).

Furthermore, the Council recommends greater involvement and linkages with the State Board for Vocational Education and the Youth Employment and Training Program should take place, and that school based job placement services be authorized and organized as an integral part of the local schools' guidance and counseling activities. In addition, the Tennessee Report reaffirms the use of local advisory councils.

The Tennessee Council's Annual Report concludes with a position paper on job placement services. In the paper, the Council emphasizes the necessity of the functions of job placement services and personnel and recommends to the State Board for Vocational Education the establishment and maintenance of such services and personnel.

TEXAS

The Tenth Annual Report of the Advisory Council for Technical-Vocational Education in Texas begins with a review of the growth patterns of vocational education during the 1970's in the areas of funding, personnel, enrollments and the availability of a vocationally trained labor supply. According to data gathered by the Council, funding increased by 277 percent; personnel working in vocational education increased by 124 percent; vocational enrollments increased by 112 percent; and the vocationally trained labor supply in Texas increased by 160 percent. However, the gap between the demand for and supply of vocationally trained workers widened. Because of this phenomonon, the Texas Council believes that two major challenges confront policy makers in the 1980's: 1) improving the quality and delivery of existing vocational education programs and 2) committing additional resources to meet the demand for vocationally trained workers.

The review of recommendations and accomplishments of the 70's has prompted the Council to identify "Challenges for the 1980's." They include: improving vocational education awareness; providing more vocational education services to adults; improving vocational instructional personnel; improving planning and evaluation activities; increasing funding; providing adequately for special populations; working for changes in Federal legislation to provide more flexibility; intensifying efforts to resolve youth unemployment; enhancing worker qualities to increase productivity; improving working relationships between employers and educators; expanding career decision-making programs for students in grades 7-9; and, continuing the improvement of administrative and delivery effectiveness to all citizens.

In addition to these implied recommendations, the Council makes recommendations in two specific areas to the State Board for Vocational Education. They are as follows:

Vocational Education and Energy:

- Funding of programs in energy education should be increased;
- Exemplary programs with an energy focus should be given a high priority;
- Curriculum materials should be reviewed to make certain that energy conservation elements are included;
- Energy conservation should be included in all in-service programs for personnel;
- Materials for improving instruction in energy conservation should be disseminated; and,

- Vocational education personnel should share their expertise in energy conservation with the total community.

Correctional Education

- Development of a statewide unified education and training plan for all elements of the correction system in collaboration with the Criminal Justice Department should be given high priority; and,

- Personnel responsible for vocational education and adult education in-service workshops should include staff persons from the various correctional institutions to create an awareness of the needs in these areas.

The Council conducted a survey of secondary and postsecondary institutions offering vocational programs. The results of the survey showed that:

- A lack of qualified instructors exist, especially in Auto Mechanics, Building Trades and General Construction Trades;

- A lack of compatibility of statutes and policies of various agencies and groups hinders cooperative efforts;

- A lack of motivation of clients, uncertainty of funding, restrictive criteria for clients and a lack of proper facilities for training also hinder cooperative efforts;

- In-service training and leadership needs to be provided to instructional personnel so that they can better understand the role of local advisory councils; and,

- A lack of leadership and coordination exists aggravating articulation barriers.

The Advisory Council for Technical-Vocational Education conducted hearings where teachers and counselors exposed their effectiveness in serving students. Some of their concerns center around: attracting and retaining qualified vocational teachers; facilities and equipment for instruction; improving services to students; strengthening instructional programs; improving public relations; and expanding the nurses' aid program and lowering the requirement of 20 students to allocate a program.

Included in the Council's Annual Report are overviews of secondary and postsecondary programs, enrollments, and program expansions between 1970 and 1980. Each occupational area is examined and changes highlighted.

TRUST TERRITORY

The Tenth Annual Report of the Trust Territories Advisory Council on Vocational Education begins by urging the Micronesian Board of Vocational Education to carefully examine the New Skill Survey conducted by the Office of Planning and Statistics and to use the results to plan well-coordinated vocational programs. Some of the survey results indicate more emphasis needs to be placed on vocational education. For example: 47% of the total Trust Territories population is unemployed; over 6,000 people between the ages of twenty-two and forty-four are unemployed; 67% of the young people between the ages of fifteen and nineteen are unemployed.

In order to alleviate some of the problems facing the Trust Territories, the Council suggests that greater emphasis be placed on secondary vocational education programs. High school is a terminal education experience for many students of the Trust Territories. The Council also urges the recruitment of students who seem most likely to benefit from vocational education programs.

The Council makes the following recommendations to the State Board for Vocational Education:

- Vocational education programs should have a unified approach and a common objective, i.e., employability;
- A vocational education pilot project for the handicapped should be instituted;
- Remedial math and English should be part of vocational education programs;
- Vocational education training should be provided at least once a year for teachers, principals and counselors;
- The annual program plan should show a clear connection between activities and unmet needs in secondary vocational programs;
- Vocational education teachers should try to instill positive work attitudes in the minds of their students;
- A vocational coordinator should be designated for each high school to give greater emphasis on vocational programming;
- Career education should be reinforced at the elementary and secondary school levels;
- Articulation between the College of Micronesia and the secondary vocational education programs should take place;

- Vocational education projects should be more carefully monitored to ensure the proper expenditures of money;

- A goal providing for vocational counseling should be developed; and,

- Better coordination and cooperation should take place between the Council and the State Administration.

Additionally, the Council is very concerned about the need to upgrade the educational requirements for vocational education teachers. Most vocational education teaching personnel either have no degree or only an AA degree. Although a grant was provided to the Pacific Basin Region for teacher upgrading, only one-twelfth of it ($20,000) was given for the Trust Territories. The Council urges the State Administration to financially support the upgrading of vocational education personnel.

The Annual Report expresses the Council's concern about federal mandates that restrict the use of set-asides. The Trust Territories is especially affected because most of its vocational education money is federal money. The Council is also concerned about the lack of standards for apprenticeship and on-the-job training programs and the inadequacy of the level of cooperation between vocational education and CETA.

UTAH

In its 1979 Annual Report, the Utah Advisory Council defines vocational education as, "that education which prepares a person to enter into and succeed in a chosen vocation or occupation other than that for which a baccalaureate degree is required." Two thirds of all jobs available in Utah are considered to be vocational in nature. The State, however, cannot meet its employment needs. In 1979, 29 percent of the jobs were filled by non-residents. The Council predicts that the figure will rise to 45 percent by 1986. To lessen the need for such importing, the council of the fifth fastest growing state in the nation, recommends that its State Board for Vocational Education:

- Expand cooperative education programs to involve the use of industry facilities and equipment;
- Earmark funds available for secondary vocational programs so that each high school student has the opportunity to develop an entry-level, marketable skill;
- Develop legislation to fund pre-vocational training;
- Change the weighting formula in the legislation to a multi-category formula which would cut across vocational areas and would fund vocational programs on a more realistic cost basis;
- Initiate funds for summer vocational programs;
- Control funds for distribution by requesting proposals from local education agencies;
- Establish a higher basic formula for vocational students; and,
- Relate students with job opportunities, both in Utah and throughout the nation.

Additionally, the Utah Council suggests that postsecondary funding be increased, particularly for technical colleges. More space, upgrading of equipment, and improvements in counseling and placement services are needed in this area. At neither the high school nor college/university level is the education system in Utah reacting swiftly enough to change and meeting the needs of students and employers.

The Council further suggests that no matter what the intentions of school administrators are, it is impossible for vocational programs to flourish unless provisions are made to offset equipment and facility cost and supply cost and to allow smaller class sizes. The inadequacy of vocational funding is not only reflected at the secondary level, but also in both of Utahs technical colleges, where

enrollments have almost doubled since the 1971-72 school year. The Council would like to see additional financial support for the two technical colleges in order to:

- Open new sections in vocational areas, at least in those areas where there are ample job opportunities;
- Upgrade and update the equipment in many vocational areas; and,
- Improve support services so that vocational students have the same counseling and placement as students at other institutions.

Yet, realizing that vocational education needs cannot be met by the two technical colleges alone, the Council further recommends financial support for all two and four year colleges.

The Utah Advisory Council on Vocational Education concludes its report by noting that, between 1979 and 1984, 137,000 new vocational-technical jobs will exist with 69 percent of all replacement jobs being vocational in nature. It recommends that the State Board for Vocational Education strongly consider its suggestions and recommendations to make Utah's population more skilled and marketable and to work to decrease out-of-state employment practices by increasing training and guidance opportunities within the State.

VERMONT

In its Tenth Annual Report, the Vermont Advisory Council for Vocational-Technical Education reviews each goal and objective in Vermont's State Plan in order to determine the degree of implementation achieved. The Council emphasizes the following areas in which a significant level of positive action occurred during FY 1979:

- The Division of Vocational Education and the consultant for Sex Equity specifically, for their efforts in the elimination of sex discrimination, sex bias, and sex stereotyping. Some of these efforts are reflected in the increasing enrollments of women and men in non-traditional occupational programs;

- The Division of Vocational Education, and the Evaluation Consultant specifically, for their efforts in the development and implementation of the "Quality Assessment System," a means of assessing the quality of the results of vocational education in the state; and,

- The State Board of Education for its action to consolidate all adult education services into one unit of the state agency.

A further analysis of the State Plan by the Vermont Advisory Council prompted the following recommendations to the State Board of Education:

- Consultants' functions and responsibilities should be reviewed to see what their relationship is to the total workload of the Division of Vocational Education and priorities established so that the most important functions of each consultant can be accomplished;

- An interim review process should be adopted whereby alternative activities are identified to be carried out so that progress can be made toward achieving goals, even if funds are not following; and

- Steps should be taken to improve the coordination of current human and financial resources within the state education agency, thereby providing equality of services to students.

The Council goes on to restate several recommendations made to the State Employment and Training Council during FY 1978, again recommending that the State Employment and Training Council: 1) report evaluation of programs in relation to stated goals and objectives; 2) describe how information coming from the evaluation was used to improve programs; and 3) address employment and training issues in the state and make recommendations thereto. CETA accountability, the Council reiterates, must be stated in relation to CETA goals and objectives.

The Council was successful, however, in having approval withheld, by the State Board of Vocational Education, of the State Department of Education's statement of policy on assessment of programs based on the Council's concerns, notably: 1) the negative implications of an assessment system which judges quality only on the number of program completers that are employed in training-related occupations; and, 2) the degree of satisfaction of the employers who hire program completers. The emphasizing of job training as the primary objective of vocational education, will tend to make policy makers ignore other components, such as the ability to conceptualize and to make decisions, which would constitute a well-rounded education.

VIRGIN ISLANDS

The Annual Report by the Virgin Islands Advisory Council begins with an evaluation of secondary, postsecondary and adult vocational-technical programs. At the secondary level, the Council notes that 73 students participated in on-the-job training experiences that were provided by both public and private sectors. Additionally, junior high school students were provided with a cluster of courses, with vocational content, and received hands-on experience in occupational awareness. The Council regarded youth organizations as an integral part of the instructional program.

The Council commends the Division of Vocational/Technical Education, the College of the Virgin Islands, and the Department of Public Safety for developing a Fire Science Program. This program, provided at the College of the Virgin Islands, provides postsecondary training opportunities for fire fighting personnel. The Division also provides training opportunities for disadvantaged persons in the areas of building maintenance, and machine stenography. A total of 16 persons satisfactorily completed their respective programs. The office of Adult Vocational/Technical Education administers these programs, based upon known and expected labor market demands.

While the Division of Vocational Rehabilitation prepared and placed 45 people for jobs in FY 1979, the Council thinks that vocational rehabilitation services should be expanded to serve the blind and the severely handicapped. The Council finds the loss of 50 percent of vocational rehabilitation counseling staff regrettable and suggests that they be rehired. The Council also suggests that the special education consultant be replaced to work with instructors.

On a positive note, the Council commends the College of the Virgin Islands for establishing a Master's Degree program in Special Education to produce qualified instructors.

The Council looks forward to the establishment and staffing of the Virgin Islands Occupational Information Coordinating Committee. The collection of occupational data is regarded as a priority for the Council.

During FY 1979, the Virgin Islands Council participated in many activities:

- reviewed the 1979 State Plan;
- met with the Board of Vocational Education to foster mutual concern and support for vocational education;
- held public meetings to get public input into its recommendations;

- conducted a workshop for its own members to review and discuss mandates of the Advisory Council from the National and local levels;

- held a Vocational Education Personnel Development Seminar to give education personnel, business representatives and students an opportunity to discuss the vocational education system;

- entered into an agreement with the Research Coordinating Unit to conduct a survey of vocational graduates and non-completers; and,

- entered into the final planning stage with the Carribean Research Institute of the College of the Virgin Islands to have an in-depth evaluation of vocational education.

VIRGINIA

The Tenth Annual Report of the Virginia Advisory Council opens with recommendations to the State Board of Vocational Education. They are as follows:

- Establish a state level committee to clarify the role of special, vocational, and other educational personnel in meeting the needs of handicapped students;
- Develop, with a representative group of teachers and teacher educators, an in-service program to help vocational teachers and other school personnel develop competencies needed for working with handicapped students;
- Establish appropriate incentives to encourage individuals to go into the teaching of those vocational education programs that are experiencing teacher shortages;
- Waive the professional teachers' examination for teachers coming from industry seeking the Vocational Industrial Education Certificate;
- Develop a handbook for educators to provide information on the issue of sex equity in vocational education and give suggestions for addressing sex bias and sex stereotyping in vocational programs and counseling;
- Establish a continuous program of technical assistance for local advisory councils and education personnel;
- Expand efforts to help public schools, community colleges, and proprietary schools establish effective working relationships with CETA prime sponsors; and,
- Continue to emphasize the development of a vocational education public information program.

Public meetings brought several pertinent issues to the attention of the Council. Among the concerns voiced were: program shortages for the handicapped; teacher shortages in agriculture and industrial arts; inadequate counseling services; unrepresentative number of Blacks in vocational education programs; the appropriateness of the formula based funding of future vocational education programs cost. Also mentioned was that local advisory council members need a publication to help them understand vocational education programs and services.

The Virginia Council's evaluation committee monitored the State's evaluation process. Improvements were necessary in youth organizations, sex equity activities such as recruitment and guidance, the organization and utilization of advisory committees, communication

with guidance counselors, job placement, and follow-up, and career orientation and exploration activities.

The Council members visited vocational schools trying to identify problems and concerns that should be brought to the attention of the State Board of Education. Inadequate space, replacement of equipment and difficulty in finding qualified teachers were some of the problems mentioned.

The Council also identified concerns by category. On Community Colleges they include:

- The training of pre-entry students is inconsistent;
- Lack of articulation of secondary and community college programs;
- Equipment needs to be updated;
- Facilities for horticulture programs are inadequate.

Concerns about secondary schools were:

- Inadequate funds for replacement and updating of equipment;
- Lack of qualified teachers in trades;
- Inability of teachers to work with handicapped students;
- Inadequate appropriations for vocational student organizations;
- Need for increased public relation efforts to promote vocational education.

About the youth correctional center, the Council found that:

- Vocational education offerings are inadequate;
- Available courses are not related to labor market trends;
- Space for programs is insufficient;
- In-service training for teachers and other staff is inadequate.

WASHINGTON

The Tenth Annual Report of the Washington State Advisory Council on Vocational Education projects ahead to the 1980's. The report is divided into sections detailing the activities, projects, meetings and hearings used to carry out the evaluation of vocational education that provided the basis for the Council's recommendations.

Section one of the Annual Report discusses the results of a needs assessment by the State Commission for Vocational Education. The assessment involved local advisory council members, State Advisory Council members, community-based organization representatives, and others interested in or involved in vocational education and showed what vocational education should be emphasizing, such as work attitudes, values, responsibilities, communications, and human relations with customers, supervisors and fellow employees; development of on-the-job opportunities directly related to in-school instruction; articulation of programs in community colleges, vocational-technical institutes and secondary schools; equal vocational training for both sexes for all occupations; development of local advisory councils and programs; and, vocational guidance and counseling services that bring about a greater understanding of educational and vocational options and choices.

Section one also expresses the Council's concern about the lack of an effective State Plan. The Council believes that the present Annual Program Plan should include the following elements: state goals for vocational education; goals of the delivery system; priorities in addressing goals; priorities of the delivery systems; policy correlating allocation of funds to priorities and goals; and policies establishing eligibility standards for funding cost effectiveness, evaluation and monitoring, balanced labor supply, uniform program standards and planning and coordination. There seems to be little difference between the Five-year Plan and the Annual Plans. The Annual Plans should show some improvement in the development of measurable goals, objectives, and activities. The Plan should make specific provisions for data collection, dissemination and utilization. Although the Plan delegates the responsibility for the evaluation of vocational education, it does not provide for a review of the effectiveness of the evaluation system itself.

Section two of the Annual Report centers around the Council's concerns about the lack of progress in defining ways to measure the status and success of vocational education programs. The Council believes that the absence of product evaluation and quantitative data, which appropriately reflect the effectiveness of vocational education programs, makes it impossible to arrive at any valid conclusion about the effectiveness of vocational education. The Council also expresses concern about the evaluation method currently in use. This program-by-program evaluation does not consider vocational administration and guidance and counseling and the effect they have on programs.

Section three of the Annual Report is an overview of the status of local advisory councils, sex equity, the Washington State Occupational Information Coordinating Committee and public meetings.

The Council gave technical assistance to local advisory councils through an eleven-minute slide/tape presentation entitled, "Education, Work, and Advisory Committees." The State Council also developed "Advise for Action," a pocket guide about advisory committees for local advisory council members, educators, and administrators of vocational education. The Council believes that the need for technical assistance to local advisory councils will continue.

In Washington, the Council reports that sex equity is taking hold. Vocational educators are making special efforts to encourage enrollments in programs nontraditional for both sexes, to eliminate sex biased books and materials from the classroom, and to identify role models in business, labor and industry for students interested in nontraditional training and employment. Also, business and industry are working with educational agencies by offering the use of equipment and staff to encourage persons interested in nontraditional employment.

Public forums held by the Council brought out the following: all students should have the opportunity to participate in vocational education; placement and follow-up should be available for vocational students; vocational guidance and counseling programs are needed; sufficient funding of vocational programs at both the state and local level is needed to meet the state's demand for labor; and, articulation of all vocational education programs should be established.

Section four of the Annual Report discusses the two special issues addressed by the Council in FY 1979: 1) Mexican-American Migrant workers; and, 2) dropouts.

About 15,000 of the 110,000 workers employed in agribusiness in Washington are migrant workers. Seventy-eight percent of these workers are Spanish speaking and only 17 percent of them also speak English. The dropout rate for non-English speaking is estimated at 38 percent of the school population. Of the number of migrant farm laborers of high school age, only one percent graduate. To help these students succeed in school, instructional and guidance personnel must try to understand the heterogeneity of the migrant family's life and develop alternative teaching and counseling methods for the migrant student.

The other special issue considered by the Council is the dropout. Current vocational education amendments address this problem, but the Council thinks these compensatory programs must operate at two levels to maximize their impact. Compensatory programs must

deal with basic requirements of reading and arithmetic, and they must also provide students with a set of job skills that reflect actual occupational opportunities in the labor market and offer career potential. The Council concludes that the problems of the migrant student and the dropout should be addressed and budgeted like regular programs.

From its activities, findings and observations, the Council makes the following recommendations to the Commission for Vocational Education:

- Earmark funds for developing strategies to improve work attitudes and communication skills of students, for inservice training for local advisory members, teachers and counselors, for obtaining up-to-date tools and equipment, for cooperative education programs, and for increased efforts regarding equal education programs and opportunities for both sexes and for all occupations;

- Develop a set of statewide, state-level goals for vocational education using the Delphi Technique;

- Formalize the purposes of the State Plan, both product and process;

- Describe the policy agreement between the Commission, Office of the Superintendent of Public Instruction, and the State Board for Community College Education relative to evaluation;

- Implement compliance audit model and submit all reports, modifications and revisions to the SACVE;

- Provide annual statistical summaries relative to male/female enrollments and participation rates by federal program code and program delivery system; and,

- Work with the Washington State Employment and Training Council to develop and fund a joint demonstration project(s) to assist migrant students.

WEST VIRGINIA

The West Virginia Advisory Council on Vocational Education initiates its Tenth Annual Report by assessing the State Plan goals for FY 1979. The Council suggests that the State Plan and Accountability Report be prepared so that the data can be understood by the public. Furthermore, a "tracer" system should be developed in the Accountability Report that codes each goal back to the original State Board priority, in order to match the Report with the Plan.

The West Virginia State Board of Education and the Board of Regents are working together to achieve a logical articulation process. The Council thinks that an effort should be made to filter such cooperation down to the local level where local boards of education and community colleges have not been able to effectively articulate programs. The State Board of Education and the Board of Regents should make local education agencies aware of the goals of State level articulation agreements and help them implement those goals at the local level.

The Council reviewed the State Manpower Services Council report and found it to be the most comprehensive analysis of program data to date. The Council suggests that part of its merit is a result of the cooperation that exists between the Governor's Employment and Training Division and the Bureau of Vocational, Technical and Adult Education. Such cooperation provides clients with the maximum training experience possible.

The Council believes that the effectiveness of the State Manpower Services Council would be improved if its meetings were more regularly scheduled. Only one annual meeting does not allow the State Manpower Services Council the time to provide direction for the Employment and Training Commission.

The Council participated in the State Bureau's program evaluations. The total number of people involved in the evaluations was large and made the reviews cumbersome. Furthermore, the orientation of evaluation team members needs to be more comprehensive in order to make them familiar with the mechanics of evaluations. Evaluations should also be more specific and more objective in their attempts to verify and quantify the results of programs at the local level.

One of the goals of the FY 1979 State Plan was to conduct a follow-up study of students who have completed vocational school and community college programs and of their employers and a placement study of students who completed vocational programs or terminated with employable skills. Data from these studies could justify programs or program changes that meet the needs of students. The Council encourages the Bureau to carry out these studies and to develop a systematic follow-up procedure.

Though progress is being made, the Council still thinks that counselor training programs have not sufficiently developed knowledge of occupational skills development. The Council, therefore, interviewed counselors in the field to determine the weaknesses in their training. The Council also met with vocational directors and representatives of the Vocational Bureau of Learning Systems. Out of these discussions about vocational counseling programs came recommendations to the State Board of Education. They are:

- A basic course in counseling should be included in teacher education programs;
- Institutions of higher education should provide outreach programs in the area of staff development;
- The same certification patterns for all counselors should be continued regardless of their eventual job titles;
- The demonstration of counselor competencies should be required every five years;
- Counselors should be encouraged to improve their skills in occupational awareness and career development (job seeking and job keeping skills); and,
- The number of minorities in the counseling profession should be increased by active recruitment of them.

Prevocational education is an educational process that helps ninth and tenth grade students make more informed and realistic occupational decisions before career preparation begins. The Council reviewed several of these programs and found that students who take them tend to enroll in and remain enrolled in vocational programs. The Council, therefore, recommends that the State Bureau of Vocational, Technical and Adult Education continue funding such programs.

The West Virginia Council also recommends that:

- A homemaking education curriculum be developed to keep up with changes in society;
- The Bureau of Vocational, Technical, and Adult Education should serve as the coordinating unit to bring together representatives from colleges and universities, the State Department of Education, teachers, parents, students and lay people to study strategies and curriculum; and
- Make vocational education programs and experiences available to all students.

WISCONSIN

The Wisconsin Advisory Council on Vocational Education begins its Tenth Annual Report by expressing two concerns. The first issue of concern to the Council is the level of specificity of the State Department of Education's goal statements and objectives. Because of the generality of goals, the Council has found it increasingly difficult to assess progress made toward those goals. Greater specificity of goals, objectives, activities, and projected outcomes would greatly facilitate proficiency in assessing progress toward measurable goals.

The other concern of the Council is the relationship between the system's goal statements and unmet needs. Questions arise regarding areas of instruction to be expanded, significant populations to be served, or other activities to be performed that are not mentioned in the Plan. The Council concludes that the appraisal of progress made in these areas is complicated by this weakness. The Wisconsin Council would like to see these concerns resolved and a comprehensive, specific, and responsible planning document prepared.

The Council realizes a system to identify and assess the State's vocational education and employment training needs should be established. To fulfill its own mandate in the regard, the Advisory Council's cooperation with the Governor's Employment and Training Office continues to grow. One product of the cooperation was the Governor's Employment and Training Office's funding based on a Council study of several projects regarding Potential Drop-outs and Competency-Based Instruction, long standing priorities of the Advisory Council. The Council looks forward to fostering such a relationship with other organizations having similar goals and responsibilities.

The Wisconsin Council's Report continues with recommendations to the State Board of Vocational, Technical and Adult Education. The following recommendations were developed through the Council's continuous process of evaluation and monitoring:

- A policy be implemented to ensure a certain percentage of Federal vocational education dollars are set aside each year to fund projects jointly submitted by VTAE schools and high schools;
- Sex equity activities strategies and concepts be integrated into all vocational education programming;
- Additional energies used in communicating the advantages of vocational education programs and services to all citizens in general and minorities in particular;
- Handicapped students are able to make a more productive transition from the secondary to the postsecondary skill training;

- Continued effort be exerted in the field of corrections education and new avenues, mechanisms and techniques be explored to increase training opportunities for incarcerated persons;

- The Board monitor closely the cost (tuition and fee rates) students are charged to attend postsecondary and adult vocational programs, eliminating students by "costed out" process;

- High priority be placed on the establishment and successful continuation of student organizations;

- The recommendations of the Interim Report of the Vocational Education Planning Advisory Committee be endorsed and implemented.

The Wisconsin Council's Report includes recommendations of the Vocational Education Planning Advisory Committee. The Committees activities focused on identifying strategies, activities, and policies which would improve the State planning process. The Committee's recommendations are:

- The adoption of a philosophical policy statement specifically detailing the State Board and each participating agencies role in the planning process for all vocational education, establishing broad parameters in which planning shall occur;

- Take into account all three levels of decision-making (Federal, State, Local) and priority setting in determining the State planning philosophy acknowledging the three way partnership that does exist, yet highlighting the leadership role of the State;

- Involvement of various groups, the needs of special populations, the efficient allocation of limited resources where they are most needed should be emphasized by the State in planning and not just to meet Federal requirements of P.L. 94-482; and

- Establish a comprehensive system of State planning, including but not limited to: strategies for goals and objectives formulation, needs assessment, priority setting and resource allocation; describing responsibilities of persons, groups, and agencies on both State and local levels.

WYOMING

The Tenth Annual Report of the Wyoming Advisory Council on Vocational Education describes a research project it undertook to identify the strengths, weaknesses and recommendations for specific vocational education programs at the secondary level. The primary intent of the study was to involve teachers and coordinators in the assessment of vocational education programs.

On the basis of the data gathered from the study, the following conclusions were drawn:

- Facilities, equipment, tools, and curriculum must be continually updated;
- Vocational education teachers should be updated through in-service training and workshops;
- Support and cooperation between administrators and vocational teachers needs to be encouraged;
- More qualified vocational education teachers are needed;
- Youth organizations are an integral part of vocational education programs;
- Counseling training programs should be developed and administered;
- Guidance, leadership, and services of the State Department of Education, Vocational Guidance Division is contributing to effectiveness of programs;
- Legislative support is needed in Wyoming to plan changing technology and new and emerging needs and equipment;
- Teacher training should be improved;
- Larger facilities should be built;
- Comprehensive vocational guidance should exist in all public secondary schools; and,
- A program of articulation between secondary and postsecondary institutions should be developed.

Through program evaluations the Council found that certain restrictions are preventing programs from being fully effective. Some of the restricting circumstances are: a 40-60 percent attrition rate in some courses; a shortage of instructors; the student retention problem based on job market demands and attractive salaries; and, the inaccessibility of some institutions to the handicapped. On the positive

side, the Council also found that craft committees were in widespread use and that the student/teacher ratio was 12 to 1.

Although the total enrollment for FY 1979 indicated a nearly equal distribution of male and female students in all programs, students continued to enroll in traditionally sex stereotyped program areas. The Council concludes that this fact points out the need for continued consultation from the State Department of Education to local education agencies in planning and implementing programs to eliminate sex bias/stereotyping.

From its work and activities for FY 1979, the Council recommends to the State Board of Education that the State Department of Education:

- Continue to develop and implement the Vocational Education Data System;
- Place strong emphasis on accurate and up-to-date student placement and follow-up systems;
- Continue to request increased funding from the Wyoming Legislature for secondary and adult vocational education programs to expand facilities and equipment;
- Continue to support Vocational Student Organizations and develop VICA and HOSA;
- Re-emphasize the use and value of local advisory committees;
- Develop a definition of "excess cost" of special needs programs - handicapped/disadvantaged, and establish procedures to assist local administrators in requesting funds to serve the handicapped and disadvantaged students needs;
- Continue implementing the state-wide monitoring evaluation system;
- Continue to develop cooperative agreements with State agencies - Employment Security, CETA, Vocational Rehabilitation, University of Wyoming, Community College Commission - to provide coordination and linkage of activities; and
- Place the State Department of Education CETA consultant in the vocational education program unit.

Other concerns of the Council included: the need for more business and industry and community relationships; the need for the teaching of job attitudes; the pressure that is placed on students that makes them believe that college is the only route to take; and,

that the school curriculum does not reflect the needs of the community and the state.

GLOSSARY

FREQUENTLY USED ACRONYMS AND ABBREVIATIONS

CETA	Comprehensive Employment and Training Act (PL 93-203)
DVR	Division or Department of Vocational Rehabilitation
FY	Fiscal Year (October 1 - September 30 of the following year)
GED	General Education Diploma
HOSA	Health Occupations Student Association
LAC LACVE	Local Advisory Council (on Vocational Education)
LEA	Local Education Agency
NAACP	National Association for the Advancement of Colored People
NACVE	National Advisory Council on Vocational Education
NOICC	National Occupational Information Coordinating Committee
OCR	Office of Civil Rights
SACVE	State Advisory Council on Vocational Education
SETC	State Employment and Training Council
SOICC	State Occupational Information Coordinating Committee
USOE	United States Office of Education (now, United States Department of Education)
VEA	Vocational Education Act (PL 90-576 and PL 94-482)
VICA	Vocational Industrial Clubs of America
VTAE	Vocational, Technical, and Adult Education

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